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ABSTRACT

This handbook is designed to aid school districts that are considering either implementing a year-round program for the first time or improving and expanding an existing year-round program. The handbook is organized in 11 chapters that discuss the following topics: introduction to the year-round school, reorganizing the school calendar, adopting the year-round calendar, case studies of year-round programs in California, the legal basis for year-round school programs, financing year-round school programs, accounting and reporting of attendance, personnel considerations, planning school facilities, evaluating year-round programs, and supplemental information on year-round programs. In addition, there is an extensive bibliography of various publications and other reference materials relevant to the topic of year-round school programs. (JG)

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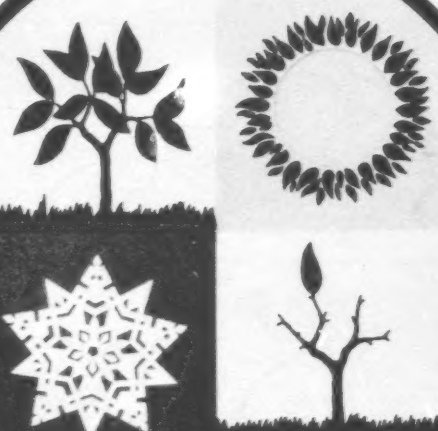

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year-round education handbook

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Foreword

"In the days of our ancestors, when men, women, and children were struggling to subdue the wilderness, drive out the savages, and earn a living, the rude school house, the itinerant school-keeper and the three months' winter school were all that the times required," John Swett told the people of this state almost 100 years ago. Then our fourth Superintendent of Public Instruction asked this question: "But because, in the days of trails and horseback riding, our grandfathers went to mill with corn in one end of a meal-bag and a stone in the other, shall we continue to do so in this age of steam?"

Former Superintendent Swett, who is credited with erecting the free public school system in California, said the times demanded a change in the school system, and these were his words: "The primitive district school no longer furnishes an education sufficient for the needs of the people under the changed conditions of society."

If Mr. Swett were our Superintendent today, I am certain he would also call for change. He would be in the vanguard of those of us who believe education must become a year-round operation. The school must be viewed not as a brick structure closed three months of the year but as an open framework for building a continuous learning system.

I believe, as John Swett believed, that public education must not only be free for all children of California but it must also be responsive to the needs of the society it serves. When Mr. Swett argued for an expansion of the school year and an improved educational program in the 1870s, he said, "In agriculture the sickle has been superseded by the reaper; the scythe, by the mower; the flail, by the thresher; and hand labor, by machine labor. The age of machinery requires not only the skilled hand but the trained mind."

The atomic age also requires skilled hands and trained minds. In fact, today's education for life tomorrow must be an education without walls. It must become a continuous life-long learning process, synonymous with the word life. Thus, education becomes a sequence of physical and mental experiences that give meaning to human existence.

Education in the latter part of the 1970s and beyond must reach out to all of those places that enrich the human spirit: the church, a mountain stream, a concert hall, a baseball diamond. And the educational system must make those places a part of a new school concept. The student in this educational environment will study life on the scene—in factories, courtrooms, theaters, parks—and will find the whole community a classroom, the universe a study hall.

With the rapid development of year-round education in California, another stepping stone has been set for the path that is leading us to that day when education will be a continuous life-long learning process. And it is significant that even though year-round education is optional for the people of this state, California leads the nation in the number of currently operating extended school-year programs.

The optional approach to year-round education keeps us within the concept John Swett had for free public education in this state. He said that since the schools "are under the direct control of the people, they are vitalized by the American spirit of freedom, and their development is certain in the long run." That spirit, exemplified by the work of John Swett and other great educational leaders and parents through the years, has given California the finest educational system in the world. It will remain the finest as long as we educators make it responsive to the people—as long as the people are made an integral part of its structure. This was true when the school year was three months of winter; it will be true when neither season, nor building, nor hands of clocks set limits on the educational process.

Wilson Riles

5

Superintendent of Public Instruction

Preface

The California State Department of Education is interested in encouraging, where feasible, the growth of year-round education. This handbook is designed to help those school districts that are considering the possibilities of implementing the year-round concept or of improving and expanding an already existing program.

The preparation of this handbook required the effort and cooperation of many individuals within the Department of Education and within school districts throughout California. Special thanks are expressed to Robert Williams of the Elk Grove Unified School District; to Don Glines and Robert Ehlers, Department of Education consultants, who were the principal authors of this publication; and to the following school districts:

ABC Unified School District
Bear Valley Unified School District
Chula Vista City Elementary School District
Hayward Unified School District
La Mesa-Spring Valley Elementary School District
Milpitas Unified School District

Appreciation also is expressed to the members of the California Legislature for providing the permissive and supportive legislation that has encouraged school districts to implement programs of continuous education.

DONALD R. McKINLEY
Chief Deputy Superintendent of Public Instruction

RAMIRO D. REYES
Chief, Office of Program Planning and Development

Position Statement on Year-Round Education

California State Department of Education
Sacramento, California
September, 1974

The California State Department of Education encourages those districts in which local conditions make year-round education feasible to consider adopting such a program as an option for those parents, students, and teachers who want it. The Department emphasizes that basic to such consideration must be the fact that support from district personnel and from parents and students is no less important to the success of year-round education than are such practical matters as adequate physical facilities.

The Department believes that year-round programs can offer two major benefits to all types of school districts: elementary, high school, and unified. First, by making the schools a continuous focus of community activity, year-round education can enhance a district's overall effectiveness significantly. Second, year-round operation can result in more effective use of facilities.

While not endorsing any specific organizational arrangement from among those programs that have been implemented in California and other states, the Department believes it is desirable, within year-round operations, to provide students and, where possible, other members of the community a range of educational options, from traditional approaches to more flexible continuous learning programs.

Available information on year-round education includes the *Year-Round Education Handbook* and other materials from the Department's Year-Round Education Office, including data from currently operating programs in California and other states. In addition, the staff of the Year-Round Education Office can provide general assistance to school districts that are adopting year-round programs.

Contents

Page

Foreword . . . iii
Preface . . . v
Position Statement on Year-Round Education . . . vi

Chapter 1. Introduction to the Year-Round School . . . 1
Role of the Department of Education . . . 1
Meeting Societal Needs . . . 2
Priorities of Year-Round Education Programs . . . 2

Chapter 2. Reorganization of the School Calendar . . . 4
Social Impact . . . 4
Economic Impact . . . 4
Socioeconomic Impact . . . 4
Educational Impact . . . 4
Terminology . . . 5
Traditional School Calendars . . . 5
Year-Round Calendar Arrangements . . . 6
Summary . . . 8

Chapter 3. Adoption of the Year-Round Calendar . . . 9
Minimizing Resistance to Change . . . 9
Feasibility Study . . . 10
Implementation . . . 12
Summary . . . 12

Chapter 4. Case Studies of Year-Round Programs in California . . . 14
Hayward Unified School District . . . 14
Chula Vista City Elementary School District . . . 15
ABC Unified School District . . . 16
La Mesa-Spring Valley Elementary School District . . . 17
Bear Valley Unified School District . . . 18
Milpitas Unified School District . . . 19

Chapter 5. The Legal Basis for Year-Round School Programs . . . 21
Provisions of the California Education Code . . . 22
Legislation by Topics . . . 24

Chapter 6. Year-Round School Program Financing . . . 27
Basic Regulations . . . 27
Intersessions . . . 27
Developing the Average Daily Attendance . . . 27
State Aid . . . 27
Facilities . . . 28
Current Expense . . . 28
Summary . . . 28

Chapter 7. Attendance Accounting and Reporting . . . 29

Chapter 8. Personnel Considerations 30
Contracts 30
Salary 30
Retirement 30
Contracts Overlapping Fiscal Year 30
Substitutes 30
Part-Time Employment 31
Fringe Benefits 31
"Summer School" 31
Sick Leave 31

Chapter 9. School Facilities Planning 32

Chapter 10. Evaluation of Existing Year-Round Programs 33
Reporting Program 33
Testing Program 34

Chapter 11. Supplemental Information 35
Feasibility Study Checklist 35
Guidelines for Reimbursement of Costs 39
List of Operational Year-Round School Districts 41
Teacher Education Survey 43
Community Groups 44
Additional Department of Education Projects 44
Year-Round School Organizations 45
Year-Round Programs in Other States 46

Bibliography 47

Chapter One

Introduction to the Year-Round School

This *Year-Round Education Handbook* was written to provide a source of information to those school personnel and citizens who are interested in improving instructional programs for students and increasing plant utilization through 12-month school programs. This publication contains basic information concerning year-round school operation, pertinent California laws, and other practical matters that will be useful in studying about or planning for continuous learning programs.

The terms *year-round education* and *year-round schools* are the most common designations for current 12-month school programs. The California Legislature, which has approved bills in support of the movement, has used the term *continuous school programs.* The more common term, *year-round school programs,* is used in this publication to avoid confusion with continuation school or continuous learning legislation.

Literature concerning the year-round school experiment dates back to the turn of the century; however, it has been only since 1970 that widespread interest and numerous program implementations have generated a growing body of knowledge about year-round programs. In 1971 nine schools in four California school districts were operating on a year-round schedule. The following year, this number had increased to 48 schools in 16 districts; at the beginning of the 1974-75 school year, 126 schools in 38 districts, with approximately 75,000 students, were operating some form of year-round school program. Approximately 60 additional districts are studying possible implementation. The numerous inquiries received by the California State Department of Education further indicate growing acceptance of such programs.

The original districts that pioneered in this field were largely "on their own," but more recently additional support from the Department of Education and the Legislature has tended to encourage year-round programs; as a result, valuable information has been gained, making it possible to clarify procedures and to add new legislation.

Role of the Department of Education

The role of the Department of Education regarding year-round school programs evolves from and is structured around the following needs:

1. Provide leadership toward the implementation of and evaluation of year-round programs in California. Senate Bill 1107 and Assembly Bill 3193 have established the legal mechanism for school districts to begin year-round programs. Program initiation funds have been made available by the Legislature. The clear intent of the lawmakers is that, when local districts determine that continuous school programs could prove of benefit to their students, the state should provide the necessary assistance.
2. Help school districts to improve their year-round programs and to solve the various problems that develop during the implementation period. The Department must continue to work for improvements in current legislation that affects these programs. It also can assist in the exchange of information that might be useful to various school districts.
3. Assist school districts as they examine the different year-round programs. To provide this assistance many feasibility studies are under way throughout the state.
4. Provide assistance in the evaluation of new programs. Existing legislation authorizes the Superintendent of Public Instruction to require submission of reports and information and to compile and disseminate specified evaluations regarding year-round programs.
5. Provide consultants to help districts that are planning a change to a 12-month schedule.
6. Work with colleges and universities to assist them in revising their graduate and undergraduate programs.
7. Cooperate with teacher organizations to help teachers understand the concept of year-round education and to assist them in making the transition from the traditional nine-month

program to a more flexible year-round arrangement.

8. Encourage experimentation with new year-round concepts, and continue the search for ways to create even better learning opportunities. School districts need help in revitalizing their curriculums in the face of new program designs.

In the search for quality educational programs, school communities are encouraged to examine their own needs, problems, resources, and educational aspirations. Alternative solutions should be carefully considered. Parents should be able to choose from highly individualistic year-round school programs on one end of the continuum to fairly structured, quality nine-month programs offered from September to June at the other end of the continuum. The Department can recommend that a variety of alternative opportunities be made available in each school district. The members of the local school board, with sufficient background information and with the support of the staff and community, will make the decision whether or not year-round education best serves the needs of their students. Whatever the decision, it should be preceded by a thorough study of the alternatives; the resulting decision might well provide for a combination of options.

The role of the Department is not to mandate a year-round school program in any district but rather to offer assistance to those persons who want to study or implement such programs. This assistance can range from the providing of information to the spearheading of legislation that is supportive of year-round school programs. Between these two levels of assistance fall other Department functions such as providing planning advice, clarifying operational procedures, and maintaining ongoing evaluation.

Meeting Societal Needs

California public schools are in the process of change in order to keep pace with the expanding needs of society. In spite of the expectations placed upon the schools, they have prepared California's youth quite well. However, as the pace of societal transformation increases, schools are being called upon to respond more quickly than ever before. This is not to say that schools must take precipitous action in adopting sudden, dramatic change but rather that change must be anticipated and acted upon in a well-planned way before the need is crushingly imminent. Society may have to revise its attitudes toward current educational programs. Education perceived as continuous life-long learning is an essential element of any school program that is to benefit society. The concept of the year-round school calendar is a step toward meeting the needs of the future.

Priorities of Year-Round Education Programs

The early efforts to develop year-round programs in California were primarily concerned with the economic/efficiency aspect. Although the intent of the Legislature has been supportive and forward looking when contrasted with that of other states, it has been weighted toward solving problems of overcrowded schools, inflation, bonded indebtedness, enforcement of the Field Act, capital outlay costs, and improvement of achievement test scores. All of these considerations are important; however, a more global focus toward continuous learning and the future of the world is needed.

This new orientation toward people and society should focus on six major concerns. These are, in order of priority:

1. How year-round schools can aid in the societal concern for future survival
2. How year-round schools can contribute to the development of life-long learning
3. How year-round schools can aid each person by adjusting to individual and societal life/work styles—to enhance the utilization of human resources by creating more humane approaches to personalized needs for students, teachers, parents, and community
4. How year-round schools can contribute to the expansion of the learning process by providing maximum continuous learning opportunities for 12 months.
5. How year-round schools can contribute to more effective utilization of total community facilities
6. How year-round schools can contribute to the reallocation of fiscal resources

In the past, priorities 5 and 6 often have been the major focus of year-round projects; in fact, the entire effort too often has followed the concerns in reverse order from 6 to 1. Sufficient evidence exists to indicate that operating schools year round can save building construction costs and, with careful management, even operating expenses. There is support for the belief that year-round schools make better use of student and teacher time. Early results show no significant cognitive achievement gains or losses by students; however,

positive benefits noted have generally included less truancy, less vandalism, less boredom, better attendance, and fewer disciplinary problems, which of themselves are improvements to the educational program. It is anticipated that year-round programs eventually will provide individualized instruction and a better balance of work, play, and rest for students. Helping people and helping society should be the crucial goals of the year-round program; the fact that building utilization is improved is one of the benefits of the 12-month school, but it should not be the major concern.

Chapter Two

Reorganization of the School Calendar

Most of the districts that operate year-round schools feel that their programs are successful. They point to growing support of teachers, students, and the public, and to the prospects of financial savings and the possibility of improved education. The trend seems to be toward a better use of the school calendar as an educational strategy.

Social Impact

Many social problems can be related directly to the school year. The changing life-styles of the post-World War II era have made it increasingly apparent that the traditional reasons for the nine-month school calendar no longer exist. The long three-month summer vacation finds hosts of children and youth idle and bored. Often the lack of available constructive activities is the cause of increased vandalism and drug use. Students and teachers must spend valuable time in review because of the loss of learning during the three months away from school.

Economic Impact

The nine-month educational program, when compared with programs of continuous education, is inefficient because expensive facilities remain unused for three months of the year. Schools have always been vulnerable to public opinion because they are supported by the public tax dollar. Much of the criticism leveled at education could be mitigated by a visible attempt on the part of educators to manage their resources more efficiently. The Commission on California State Government Organization and Economy, aware of changing life-styles and future educational needs, described the situation well when it noted that the increased popularity of the year-round school "is a recognition that the extended summer vacation is no longer a sociological or economic requirement and that the school plant can be used to much greater capacity without a proportionate increase in cost."[1]

Socioeconomic Impact

The traditional school year has a combined socioeconomic effect on the business world. Many families who would prefer to take vacations in the spring and fall when parks and beaches are not so crowded, or who would like to visit winter resorts, must instead take their vacations in the summer when their children are out of school. Industry often is forced to make unpopular employee vacation assignments and/or struggle with an inadequate summertime work force. Travel and recreation businesses must gear themselves for the surge of summer business, then make compensating adjustments for the lower demand during most of the school year. Industry must contend with expensive peaks and valleys in production. One notable example is the moving industry that does 70 percent of its business during the summer. If this workload could be evened out during the year, as it would be if year-round school programs were widespread, substantial savings could be passed on to the consumer.

Educational Impact

Desirous of providing a quality education for all pupils and aware that the mind does not stop learning between June and September, educators and parents are asking more persistently than ever before how schools can be organized to offer more continuous, varied, and useful learning activities. The answer to this question for a growing number of districts is some form of extended or year-round school year.

More than 130 school districts in 27 states today are operating year-round schools. Many other

[1] *A Study of the School Building Aid Program.* Sacramento: Commission on California State Government Organization and Economy, June, 1973, p. 20.

districts are watching with keen interest, ready to consider trying some type of year-round school themselves. California is in the forefront of the development of continuous school programs; as mentioned previously, 126 schools in 38 California districts are operating on a year-round schedule.

Terminology

Three terms that refer to different calendar schedules have been used in the past to identify year-round plans. These terms are *extended school year, continuous school year,* and *year-round school.* The term *extended school year* refers to increasing the number of teaching days, for example, from 180 to 210 days. Under the extended year plan, the facilities are not used continuously but are closed while all students take their vacations together. Normally, this plan retains the standard year pattern of one long in-school session (interrupted by the usual holidays) and one vacation period.

The terms *continuous* and *year round* often are used interchangeably, but they have different meanings. One way of differentiating between the two is to say that all continuous school year programs are also year-round programs, but all year-round programs are not continuous. Continuous school year programs utilize facilities continuously, but each pupil attends school only the standard number of days (175 to 180). This is accomplished by rotating the teaching sessions and vacation periods so that some students are always on vacation while school is in session. Year-round school is similar in that it breaks up the standard school year pattern with teaching sessions and vacation periods occurring at regular intervals throughout the year. The difference is that the facilities are not necessarily used continuously. The block 45-15 plan is an example of a year-round plan that is not continuous. In this plan all students attend for the same 45 days and all are on vacation during the same 15-day periods. In other words, attendance is not staggered or rotated; the schools are closed to regular attendance four times a year between each of the 45-day attendance sessions.

Basically, proposals for all-year schools fall into one or both of the following two categories: (1) those designed to achieve economies by making the school plant accommodate more children; and (2) those designed to enrich instruction through better scheduling and expanded learning opportunities. A noncontinuous year-round plan would fit into the second category, whereas a continuous school year plan could fit both categories. California has encouraged pilot programs in both continuous and noncontinuous all-year plans. Recent legislation, however, uses the term *continuous* and defines a continuous school year program as one that meets the following requirements:

1. The school plant or facility is in operation for not less than 240 days per calendar year, or it has a recognized year-round plan.
2. The program operates on a calendar that places teaching sessions and vacation periods during the school year on an optional or mandatory rotation schedule.

Several school calendar variations are described in this chapter. Many other plans can be structured to meet the unique requirements of various communities. As a matter of fact, the Department of Education would hope that districts not become locked into a particular plan simply because it seems to be the best of existing alternatives; districts should be encouraged to take a creative posture in the development of other plans. The optimum year-round school plan most certainly has not been developed. As improvements continue to be made, the year-round school may be only one of several components that make up a total continuous living/learning experience.

Traditional School Calendars

The traditional school year is generally nine months in duration, beginning in September and ending in May or June; commonly, 175 to 180 teaching days are involved.

The Nine-Month School Year

A description of the nine-month school is included here to assist in the clarification between the traditional calendar and true year-round forms. Traditionally, the school year may be divided into two segments or semesters of 90 days each. National and declared holidays during the school year number approximately 21 days. These include a two-week winter recess and a one-week spring vacation. Summer vacation ordinarily lasts 12 weeks. The minimum length of the school day is determined by state law and is shorter for younger children. From three to six class hours are required each day.

A student's progress usually is determined at the end of each semester. Repeating a subject or grade could take a half or a whole school year. Most high school courses are scheduled for one year; the remaining courses require one semester or one

quarter for completion. Quarter-length courses and mini-courses are becoming more frequent.

Nine-Month Year with Summer Sessions

The traditional year often is augmented by a four- to eight-week summer session. The elementary school summer session must operate a minimum of 20 days (four weeks) to qualify for state aid, whereas in a secondary school the session must operate at least 30 days (six weeks). The session can be at the beginning, middle, or end of the summer vacation period.

Summer school attendance up to 12 weeks is reimbursed by the state; therefore, a district may retain the traditional year and add a voluntary summer quarter. This would provide the option of year-round attendance at no additional cost to the district. Pupils electing to attend the 12-week summer sessions could accelerate their graduation and complete four years of work in three years. The total cost to graduate a high school student is calculated to be the same whether the process takes three or four years. The growing popularity of voluntary summer session programs attests to the recognized need and desire of parents and students to move toward a continuous learning situation. The reader should note, however, that as long as attendance is mandatory from September to June, and until regular school days consisting of equal learning opportunities are available during both summer and winter, a district cannot claim to have a year-round program as defined in this handbook.

The 11-Month School Year

In the early days of the nation, the length of the school year was based on the requirements of an agricultural economy. Children were needed to work on the farm sometimes as early as March or April and as late as October. As a result, the school year was limited primarily to the short winter months. An example of an exception to this occurred in certain sections of Florida where pupils were on vacation in January to pick strawberries. As larger cities developed during the early 1800s, a trend opposite to that in rural areas developed. The school year in cities was lengthened to as much as 11 months. Continued population expansion brought a search for some uniformity; between 1850 and 1900 cities gradually shortened their school year while rural areas lengthened theirs. By 1959 most schools offered a nine-month school year.

The most common 11-month year consisted of 220 days divided into four terms with a one-week vacation between terms. Under the 11-month school year students could graduate in ten years instead of 12. This could result in a saving of one-sixth the building space required over a prolonged period of time. This plan is not uncommon in Europe, but it is not known whether any school in this country is presently operating the plan. Nova High School in Fort Lauderdale, Florida, has operated a version of the 11-month program for more than a decade.

Year-Round Calendar Arrangements

School districts throughout the United States have tried many variations of the year-round program. Persons reviewing the following programs should understand that the best plans are yet to be developed.

Quarter Plan

The quarter, or quadrimester, plan divides the school calendar into equal periods of 12 weeks. Each pupil attends three of the four quarters and takes one off. The individual may attend all four quarters, thus graduating earlier than possible under the traditional calendar.

If the quarter plan is voluntary, the individual chooses whichever quarter he or she prefers for vacation. This customarily results in light attendance during the summer and thus reduces the space-saving potential of this plan.

By mandating attendance at three 60-day quarters and keeping each quarter's enrollment about equal, a 25- to 33-percent savings can be made in required building space. When attendance is mandated, however, the chances are increased that the plan will be abandoned because of massive parental resistance to a forced, three-month winter vacation. The length of the vacation quarter, regardless of time of year, creates the same three-month out-of-school problem that exists with the standard school year.

The 45-15 or 9-3 Plan

The 45-15 plan, which originated as the 9-3 plan (nine weeks of school and three weeks of vacation), divides the school population into four groups or tracks, and pupils from each track attend classes for 45 days and then go on a vacation of 15 days. To work around holidays, many districts vary the 45-15 to a 47-13 or other plan and avoid starting a track on Friday after a Thursday holiday.

In the "staggered" 45-15 plan, three tracks are in school at any one time and one track is on vacation. All tracks have common vacations at Christmas and Easter and for a week and a half in July. The staggered or rotating nature of this plan makes it possible to increase building capacity up to 33 percent depending upon the number of enrichment classes offered and the grade level of the program.

In the "block" 45-15 arrangement, there are no track groupings, and all pupils attend school during the same 45-day period and have vacations during the same 15-day period. This plan, like the staggered plan, breaks up the fatiguing nine-month attendance session and spaces vacation periods at nine-week intervals. The main drawback to the block 45-15 plan for many districts is the fact that it does not make better use of facilities as the staggered plan does. The 45-15 plan increasingly is utilizing the vacation periods for voluntary innovative instruction; these periods are called intersessions.

The 12-4 or 60-20 Plan

Similar to the 45-15 arrangement, the 12-4 plan utilizes 240 days during the calendar year. Again, pupils are divided into four groups or tracks. Each group attends school for three 12-week sessions for a total of 180 days. Each group also has three four-week vacations, one after each 60-day session in school. Groups are rotated, as in the 45-15 plan, so that three of the four groups are in school at all times and one is off at any time while school is in operation.

The 50-15 Plan

The 50-15 plan has the same basic structure as the block 45-15. Pupils are not divided into quartiles, sections, or groups. They must attend all four quarters, each of which is 50 days. Consequently, there are 200 days of attendance (a 10-percent increase). This plan has resulted in increased pupil achievement because of its greater number of instructional days.

Flexible All-Year Plan

The flexible all-year plan is different from other year-round school plans. Neither the school nor the calendar is divided into segments. The school is operated all year except for holidays or when there is no demand for its use. A pupil is expected to remain in continuous attendance (during regular school days) as long as he remains enrolled. He may request and receive a vacation or take spaced vacations throughout the year. In order to provide this flexibility, curriculum materials and instructional strategies must be individualized so as to meet the needs of the students at all times. The essential characteristic of the flexible plan is that it operates the year round as does the rest of society. Whether or not a significant increase in space is achieved depends upon the method used to implement this plan.

Quinmester Plan

The quinmester, or quin, plan operates on the same basic principles as the quarter plan. The main difference is that there are five sections of pupils and five sessions, each 45 days in length. Each pupil attends four of these sessions for a total of 180 days. He is on vacation for one nine-week block plus the weeks that school is closed for Christmas and other observed holidays. School is in operation for 225 days. If attendance is mandated and groups are kept nearly equal, a 20- to 25-percent increase in the use of facilities is possible. To the extent that pupils are allowed all five quinmesters to speed up their education or to choose the summer quin for vacation, less gain in space is achieved.

Trimester Plan

The trimester plan is basically the same as the quarter or the quinmester plan. This plan is divided into three semesters of approximately 90 days each. Students must attend two of the three semesters. The enrollment is reduced by one-third at any given time, and the school building can be used throughout the year.

Concept Six Plan

In the Concept Six plan, which was first developed in Colorado, pupils attend two 43-day sessions in succession, go on vacation for 43 days, and return for two more 43-day sessions, completing a total of 172 days of instruction. The other eight days required to reach the minimum of 180 days are made up in individualized intersessions. This plan offers more flexibility in that the intersessions are designed to provide for programs not normally available during the traditional blocks. The vacations are spaced so that if a student were on vacation during January and February, he also would be on vacation during July and August. The vacation periods are used for additional intersession offerings, usually of an innovative nature, attended on a voluntary basis.

Personalized Continuous Year Plan

The personalized continuous year plan is the most sophisticated of all the current year-round programs. It requires a great deal of individualization and personalization of the curriculum. Pupils may select their vacation at any time. Because the curriculum is flexible and pupil-oriented, no difficulty is caused by the coming and going of pupils. This plan can be instituted on a voluntary summer basis, or it can be mandated by requiring that pupils be in school some days of the summer and be on vacation some days between September and June. Families request vacations on a first, second, and third choice basis, so that the school can maintain an approximate enrollment balance each week.

Living/Learning Plan

The most exciting and most dramatic year-round program yet devised appears to be the life-long learning system proposed for the Minnesota Experimental City. This proposed community will be a living/learning laboratory where learning is continuous throughout the year. The design for this life-long learning system has been described in a pamphlet by Ron Barnes.[2]

Other Variations

A number of other year-round plans are being developed throughout the country, but the ones described here have gained the most publicity. Whatever the plan, it should meet the unique needs and circumstances of the community.

Summary

At the present time in California the 45-15 plan is being used in the majority of year-round districts. It is hoped that more schools will continue to look toward year-round schools as a continuous life-long program and not as a scheduling device to house more pupils. The leading year-round districts in California are looking to these programs as a way of improving learning opportunities and, in the long run, the quality of life.

As of September, 1974, all but five of the 38 districts currently operating year-round programs had developed only elementary and junior high school plans. San Bernardino County's Bear Valley Unified School District has maintained the only full year-round high school; Edison High School in the Fresno Unified School District has initiated a quinmester program as of September, 1974; Sacramento County's Elk Grove Unified School District has placed a continuation high school on the year-round plan as of September, 1974; Cerritos High School in Los Angeles County's ABC Unified School District is operating a flexible term program 50 weeks a year; and Mesa Verde High School in Sacramento County's San Juan Unified School District will start its 45-15 plan in March, 1975. Several other secondary schools are considering year-round plans.

[2]Ron Barnes. *Living/Learning Systems for the Future.* Bloomington, Ind.: Phi Delta Kappa, 1973.

Chapter Three

Adoption of the Year-Round Calendar

In this rapidly changing world, people continually modify and adapt the resources of their environment as they search for solutions to their problems. The idea of possible improvement should provide the incentive toward purposeful change. The problem is to agree on what constitutes real improvement. Most change is gradual and imperceptible, seeming to come about in a natural, evolutionary way. People adjust and adapt to this change without resistance; but when change is sudden, its proportion is magnified and usually it is met with resistance. People resist change because of a fear of the unknown, because of a desire to cling to existing satisfactions, because of a suspicion that promised benefits will accrue to some and not to others, or because of a threat of pain or loss. When a school district wants to find out if year-round schools will work in its particular situation, it is suggesting the possibility of a change that will challenge a basic tradition and for one or more of the reasons just cited may very likely evoke widespread cultural resistance.

Minimizing Resistance to Change

There are several approaches to minimizing resistance to purposeful, planned change. One of these, the human relations approach, assumes that people will more readily accept change when they understand it and see the need for it. The assumption is made that voluntary change brought about by involvement and consensus, although slower to accomplish than forced change, will be more lasting and desirable. The voluntary approach includes options for those who are selecting the new plan. To bring about change successfully, the initiators should:

1. Create an environment that is conducive to change by building trust and credibility.
2. Initiate ideas as soon as they are acceptable to those involved—sometimes slowly and gradually, sometimes rapidly. Most persons think that the fewer changes made at any one time the more likely they are to succeed. Although this often has been true, new studies indicate that change will cause conflict regardless of the speed and that multiple changes adopted simultaneously lead to more significant improvement in the long run.
3. Explain the proposed change; emphasize benefits, but be honest about shortcomings; have answers ready; and avoid high-pressure "selling." Information should not be withheld, but program initiators should remember that an undeveloped idea can be killed if it is exposed prematurely.
4. Secure participation by most members of the community.
5. Present the change not as a panacea—expect problems.
6. Allay threats to people's security.
7. Provide opportunities for questions, discussions, and modifications.
8. Have a trial period followed by a reexamination by all people concerned.
9. Provide alternatives to the proposed change.

The above approach to effecting change gives rise to some modified views. One should not assume, for example, that just because people participate they will accept change. Participation will not work as long as it is treated as a device to manipulate people without their knowledge. One of the most common problems in participatory decision making is that of dispelling the suspicion that the study committee has been set up as "window dressing" for a decision already made by the administration and/or the school board. Too often it is true that authorities are not universally trusted. The committee approach has been used in the past as a "rubber stamp" to validate a foregone conclusion. Even with the best intentions on the part of authorities, this conviction can come about because of some unfavorable experience in the past. Conducting a feasibility study presents even greater difficulties to those who are trying to

convince people because it is impossible to consider *if* something will work without exploring *how* it will work. This leads to the continual accusation/denial syndrome that the study really is concerned with implementation and not feasibility. In spite of these difficulties, the credibility gap can be narrowed through demonstrated integrity and straightforwardness.

Without examining the total process of developing and working with citizens committees, two important steps should be emphasized, especially as they relate to potential adoption of year-round education. These steps are the following:

1. The committee's purpose, function, and role should be defined so that no false expectations or misunderstandings exist. Lines of communication, time schedules, procedures for decision making, and tasks for the committee should be delineated. The committee should understand that its role is advisory, not supervisory; yet at the same time, the committee should expect the school board's careful consideration of its report or recommendation.
2. A few persons with widely diverse interests should be invited to recommend a list of citizens for committee membership. The ideal committee thus would be largely self-surfacing and truly representative of the whole community. Any individuals who are opposed to the program being studied also should be represented on the committee.

Although participatory decision making can be frustrating and time consuming, the results generally are worth the effort in minimizing resistance to change. Those who have investigated the feasibility of year-round schools emphasize the importance of involving all those who will be affected by the change before steps are taken to implement the new program.

The manner in which involvement is brought about is important. An effort should be made to involve the people at the inception of the study. The appearance of involving people "after the fact" can be extremely detrimental. In this respect, timing can be critical. The publishing of information and the scheduling of activities should be done so as to get the right information to the right people at the right time to ensure the best possible decision. If answers are given too soon, the accusation will be made that someone is trying to sell a "ready-made" plan in which the "consumer" has no voice. If the "consumer" is involved before the idea is very well developed, it will be difficult to answer his questions, and there is the risk that he will make a premature judgment based on scant information or on his own preconceived ideas. Early involvement also increases the chances that the basic form of the idea may be changed by those involved. However, when people are given the information that was available to the committee, they probably will arrive at the same conclusion—provided the information is accurate and the thought process has been rational.

Involvement carries with it not only the responsibility of "educating" concerned individuals, but also that of examining all sides of the issue objectively. Yet, in the process of educating those involved, it often is difficult to separate personalities from support or opposition of particular issues. There is a tendency for people to make a decision for or against an issue based on the position taken by others whom they know. Even the most conscientious effort at being objective does not always ensure that the results will be unbiased.

Equally as important as the actual existence of objectivity is the need for participants to perceive that the study is being conducted fairly. Yet those who are conducting the study have no real control over the perceptions of others. It is a fact of human behavior that identical stimuli or experiences can engender entirely different perceptions in different people. So the best one can do is to proceed in an open and straightforward manner, examining the issue as objectively as possible, knowing that some bias will creep in but trusting that the majority of those involved will appraise the data and their own perceptions in a rational and honest way.

Feasibility Study

A feasibility study normally is designed around the following major questions:

- What are the needs?
- What are the resources that are available to meet those needs?
- What are the alternatives?
- Which is the most appropriate alternative?

In trying to find answers to these questions, persons involved in the feasibility study are seeking the answer to a more specific question: "Will the year-round school concept work for our district at this particular time?" The answer to this question encompasses several components of feasibility. These might be classified as (1) curricular; (2)

logistical/organizational; (3) economic; and (4) attitudinal.

Curricular Feasibility

The program for a year-round school encourages change but generally does not require massive changes in curriculum and instruction. In one school district a complete revision might be appropriate; in another the only change necessary might be the revision of course lengths to make them compatible with the year-round schedule.

Instructional strategies or organizational arrangements very often need improvements. Newer techniques implemented prior to year-round school programs can be an additional and important benefit. Changes in a year-round school elementary program may include nongraded classrooms, team teaching, differentiated staffing, programmed instruction, individualized learning, resource centers, prescriptive-diagnostic teaching, and the elimination of report cards. Secondary program changes that may complement or facilitate year-round operation include multitrack classes (two or more subjects or levels of a subject with the same teacher at one time), individualized learning, differentiated staffing, continuous progress courses, resource centers, multiple-entry courses, open laboratories, various lengths of courses, unstructured student time, and the use of various types of resource aids.

Many of the above-mentioned changes in curriculum and instruction, although long recognized as desirable, have not been adopted readily under the traditional school schedule, whereas they are being used in the year-round school programs. This would seem to indicate that the year-round school provides great flexibility and is a catalyst for instructional improvement.

In spite of the demonstrated curricular feasibility of year-round schools in many districts, it is important that each district contemplating a year-round education program give careful consideration to the curricular implications in its particular situation. This should require at least a year of study involving teachers, clerical staff, students, and parents. A simulated master schedule should be produced so that questions can be answered concerning course availability, sequence, teaching assignments, and vacation periods. In certain situations it might be worthwhile to study alternative schedules so that the final decision to implement a program can be made with greater confidence and a greater chance for lasting acceptance.

Logistical/Organizational Feasibility

Certain questions must be asked regarding the mechanical aspects of year-round education. These questions are: Can the school develop a schedule that will offer educational opportunities that are equal to or better than those offered by the standard schedule? Can faculty resources be utilized efficiently and effectively in the best interests of both pupil and teacher? Can support personnel meet the logistical demands of the new system? Can the administration organize the total endeavor for successful implementation? The answers to these questions must obviously be in the affirmative if the plan is to be logistically and organizationally feasible.

Economic Feasibility

The available financial data concerning year-round schools provide no definitive once-and-for-all answer to the cost/saving issue. This is partly because the contemporary resurgence of year-round education is too new for longitudinal studies to have been done and partly because many studies have lacked comprehensive analysis and uniform bases of comparison. Some districts have discovered year-round schools to be less costly, and some districts have experienced increased costs. Three thorough and comprehensive studies of growing districts in Virginia, Illinois, and Washington show savings in both operational and capital expenses. Undoubtedly, in growing school districts capital savings can far outweigh any possible increase in operating costs. Nor does this growth have to be rapid. Regardless of rate of growth, building three schools instead of four will result in substantial tax avoidance. These kinds of savings also can be realized by districts in their earthquake safety rebuilding programs whereby fewer schools need to be replaced if the school district is on a year-round schedule.

The distinction between operating costs and facility costs is another factor that makes it difficult to compare costs experienced by different districts. Ideally, all costs should be prorated to the functions to which they contribute, but without a programmed accounting system the best most districts can do is to apply the existing budgeting system to the year-round school and measure its costs in the same way costs are measured currently.

If it is to give a true picture, a cost analysis should represent a per pupil cost comparison between similar facilities and similar programs operating on the standard school year and on a

year-round schedule. Districts that are planning feasibility studies should construct a cost model depicting all elements of the operating budget for the district or particular school under consideration for year-round education. Superimposed on this cost model would be financial data on all budget items as projected for the traditional program, the year-round school program, and any alternative program. The essential point is that all comparisons should be on a per pupil basis.

Attitudinal Feasibility

The attitudinal component of feasibility is probably the most important component. A plan may be determined feasible in all other aspects; but if it does not have public acceptance and support, it will not work. On the other hand, a strong desire to make a plan work can overcome many apparent problems and shortcomings in the other three areas of feasibility.

There are several ways to test attitudinal feasibility, and they all involve finding out how people feel about the proposed change. Whether queries are formal or informal, the validity of the results depends upon how well informed the respondents are. An effective community information program might include small and large group discussion meetings, newsletters, bulletins, visual presentations, articles in the local press, panel discussions on radio or television, field trips, exhibits at public functions, and informational material placed in schools and libraries. The citizens advisory committee is indispensable in the dissemination of information. Members of the community can distribute information, build credibility, and provide an avenue for feedback.

Nevertheless, even the best information program will be subject to misinterpretation and rumor, and the usual "my mind is made up, don't confuse me with the facts" attitude will have to be overcome. Opposition groups can be both helpful and harmful. They may help ensure that a balanced point of view is presented; it is also possible that they will cloud the issue with emotional and nonfactual statements. Even so, opposition should be welcomed and regarded as an opportunity to be more thorough and objective in the conduct of the study and the dissemination of information.

Implementation

If, after a year of careful study and broad-based involvement, the decision is made to implement a year-round program, at least six months should be allowed for preparation prior to the starting date. Aside from the fact that Education Code Section 32110.1 requires notice of intent to operate a mandatory year-round school to be published not later than November 1 of the school year preceding the program's commencement, several months should be allowed to orient students and parents to the new schedule and to allow them time to plan vacations. No notification is required if the program is permissive (Assembly Bill 3193, July, 1974).

Ideally, curriculum revision and inservice training needs would have been identified during the feasibility study so that necessary changes and programs could be instituted during the six months immediately preceding implementation. In practice, however, it is difficult to convince a faculty to devote serious attention to the consideration of changes before the decision to implement has been made. Therefore, it is to be expected that an intensive effort will have to be made during the six-month period between the decision to implement and the designated starting date. Changes will continue to be made even after the program goes into operation.

Unless the total district is faced with a pupil housing crisis, which would best be alleviated by a districtwide year-round school schedule, it would be advisable to begin the year-round school program on an optional basis in a selected school or schools. When the program has been evaluated in operation, it could then be expanded to other schools where students, teachers, and parents favor the plan. California school districts that follow this approach and offer the community a choice between traditional and year-round school schedules report that the number of year-round schools continues to increase in their districts and that not a single year-round school has asked to return to the traditional schedule.

Year-round programs more commonly are begun at the elementary level where scheduling is not as complicated as it is at the secondary level. The fact that a family may have one child on a year-round schedule in an elementary school and another child on a traditional schedule in high school has not been an insurmountable problem. It would be ideal, however, if all schools in a particular high school feeder system could be on the same schedule.

Summary

The paradox of change lies in the fact that it is both sought and avoided. Man constantly seeks

improvement and is sometimes more successful than he is at other times. In all that he does, change is present—sometimes imperceptible, sometimes dramatic. A dramatic change, even if for the better, usually causes conflict and is avoided. The year-round school represents a dramatic change from the traditional schedule. Such a change will have a better chance of being accepted if it is introduced gradually and if those affected by it are invited to participate in the change process. The implementation of a year-round school program should be preceded by thorough study, broad-based involvement and cooperation, public acceptance and support, and school board commitment. Under these conditions year-round education should realize its potential in contributing to the good of the individual pupil and of society as a whole.

Chapter Four

Case Studies of Year-Round Programs in California

Since 1968, when Alameda County's Hayward Unified School District received legislative approval to conduct a pilot program, year-round programs in California have expanded rapidly. The Hayward quarter plan was followed in 1971 by the flexible all-year school plan, which was developed for one school in the ABC Unified School District, and the 45-15 plan, which was implemented in four schools in San Diego County's Chula Vista City Elementary School District and in three schools in San Diego County's La Mesa-Spring Valley Elementary School District. In 1972 year-round programs (largely 45-15 at the elementary level) were implemented in 48 schools in 16 districts. Interest in year-round programs continues to grow as more districts study the plan for possible adoption, as witnessed by the fact that 38 districts now operate on a 12-month calendar.

The majority of the state's year-round learning programs are in elementary schools using the 45-15 plan. During the 1973-74 school year, Santa Clara County's Milpitas Unified School District had two high schools and one continuation high school on the 45-15 plan, and Bear Valley Unified School District had one high school on the quarter plan. At the conclusion of its first year of operation (1973-74), Milpitas decided to terminate its 45-15 schedule as a districtwide mandatory program. Because Milpitas is the only district in the state to terminate a year-round program, a brief description of its experience will be given in this chapter.

A listing of districts that operate year-round schools in California is included in Chapter 11. Any of these districts could provide valuable information for those who are interested in studying year-round education. The experiences of six pioneering year-round districts (Hayward Unified, Chula Vista City Elementary, ABC Unified, La Mesa-Spring Valley Elementary, Bear Valley Unified, and Milpitas Unified) are described in this chapter.

Hayward Unified School District

To meet the demand of a crowded curriculum and to provide a more enriching instructional experience for children, the Hayward Unified School District, in 1967, planned an extended school year schedule. Parents and staff of one elementary school in the district, after a one-year feasibility study, decided that a schedule of approximately 50 days of instruction followed by 15 days of vacation year round would best meet the needs of the community.

After receiving authorization from the California Legislature, Hayward began the state's first year-round school in September, 1968. Children whose families did not wish to be on the adopted schedule could be transported to other schools in the district. All pupils enrolled in the school were required to attend every day of the scheduled year.

The objectives of Hayward's year-round program, besides enrichment and greater flexibility in the instructional program, were to:

- Minimize loss of learning
- Provide a continuous learning environment
- Provide seasonal vacations
- Make maximum use of the school plant
- Maintain a calendar consistent with that of colleges

A Title III ESEA grant made it possible for teachers to work during the summer prior to implementation to revise materials to fit the 50-day quarter schedule. Members of the staff and parents met frequently to discuss the program. Although the majority of the parents were excited about the possibilities of the year-round school, approximately 10 percent of the parents objected to the change. The results of three independent surveys indicated nearly 80-percent support for the program.

The program, now in its sixth year of operation, has been evaluated extensively. Findings have indi-

cated continuing success, a factor which inspired another school within the district to study and implement the program in August, 1972. The district has encouraged other schools to try their own year-round plans, but sharp declines in enrollment have deterred further development.

Parent and student acceptance of the year-round plan has been positive. Parents indicate that they want the junior and senior high schools to adopt the four-quarter plan. Students seem happier with frequent vacations. Problems of student discipline have decreased, and schools report fewer incidents of building vandalism.

The results of standardized testing have shown a median growth of approximately one additional month gain each year in reading, language, and mathematics. Follow-up studies of junior high school students have indicated continued growth.

When all factors are considered, the experience of year-round education apparently has been good for the pupils. Teachers in the program want to continue on the schedule indefinitely. This indicates that the year-round school can meet the needs of the modern urban community and that the change in the life-styles of the pupils and parents has been an acceptable one.

Chula Vista City Elementary School District

When school enrollment projections for 1971-72 exceeded available classroom space, the Chula Vista City Elementary School District began to consider alternative programs. In January, 1971, with the approval of the school board, a staff task force began to look at the feasibility of a continuous school year plan. The feasibility study included the observation of 45-15 programs in St. Charles, Missouri, and Valley View, Illinois. Six open meetings were held to discuss the program with parents and residents living in the area under study. Of the more than 700 persons who attended and indicated their preferences, 70 percent were in favor of the continuous school program. With this community support, district personnel worked to design a plan that incorporated suggestions from parents, staff, and members of the community. Late in March of 1971, the governing board authorized a year-round plan.

The specific program selected by the Chula Vista schools is the previously described staggered 45-15 plan. Students have the same number of days (176) in school as do other children in the district, and they can participate in planned year-round recreational programs. All special programs and services that are offered in the district are available in the year-round schools.

Students may choose to attend multigraded intersession classes during any or all of their vacation periods (except during Christmas and Easter vacations when all children are out of school). Two classrooms at each school provide ample space to house the intersession program. Students are provided with opportunities to reinforce skills previously taught and to participate in a diversified program of activities in the areas of social studies, science, arts and crafts, music, and physical education.

The Chula Vista year-round school program has eliminated the long summer vacation; therefore, pupils need to spend less time reviewing material covered in the previous session. This time is available for new and creative educational experiences.

Teachers may choose from many different work schedules. Those who choose to work a longer year receive a prorated increase in salary. Extension classes for graduate study continue to be available after school and on weekends.

When the program was initiated, some classified personnel already were working 12 months. Those who were working only ten months either elected to work longer or to transfer to a district school that was on the traditional program. Other part-time staff employees were assigned to provide needed services during the 12-month period.

The year-round program more fully and efficiently utilizes the available materials and facilities, thus permitting three schools to do the work of four. The Chula Vista program requires no additional operating cost per pupil; in fact, some small savings are possible. A comparison was made of the costs of custodial services, custodial supplies, and utilities at both the year-round and regular schools. The per pupil costs for the year-round schools were lower, and a savings of $32,411 was realized for the four year-round schools. Expenses were found to be lower in the areas of maintenance, fire insurance, community services, and noon supervision.

For each school that the district does not have to build, more than $1 million is saved in land and construction with an additional $1 million saved in bond interest costs. With a projected increase in school enrollment of approximately 7,000 students in the next five years, the construction of nine schools instead of 12 would mean a savings of more than $6 million.

Evaluation of the district's year-round program revealed the following specific outcomes:

1. Academic achievement for year-round school pupils is equal to that of pupils in traditional schools.
2. Attitudes about self and school are as good as those of pupils in traditional schools.
3. During vacations pupils take advantage of the availability of such school facilities as playgrounds and libraries.
4. Teachers use less sick leave than do teachers in regular calendar schools.
5. Communication between home and school has been improved.
6. Parents are enthusiastic about taking off-season vacations. Approximately 85 percent of the parents have indicated the new calendar has not caused any vacation planning problems.
7. Teachers feel the program is beneficial for the pupils.

Since the program's implementation in 1971, the ongoing efforts of the ad hoc citizens committees have provided a vital channel for communication between the schools and the community. The school governing board recently adopted a policy covering procedures for the inclusion of new schools in the program. Although the evaluation is continuing, parents, students, and staff apparently want the year-round program to continue.

ABC Unified School District

The purpose of a flexible all-year school plan is to improve the academic performance of pupils by expanding their educational opportunities. With this goal in mind, the board of education of Los Angeles County's ABC Unified School District approved a flexible year-round plan for Venn W. Furgeson Elementary School. The school calendar was reorganized so that school would remain open for 244 days on a year-round basis. Although pupils must attend for at least the 175 days required by law, these may be any 175 days that the pupils and their families select. The curriculum has been designed so that: (1) all subjects are broken down into units called concept levels; (2) pupils progress at their own speed; (3) after an absence for illness or vacation, pupils resume work at the concept levels they achieved before leaving; and (4) by attending school during the intersessions, pupils can make extra progress or review their weaker subjects.

The flexible year-round school plan is a wide-ranging formula that provides complete flexibility for each pupil and teacher in the matter of schedules. Pupils and teachers have the following three options: (1) remain on the regular September-to-June schedule with the traditional Christmas, Easter, and summer vacations and have the option of changing at any time during the year; (2) attend school for more than the required 175 days up to 244 instructional days per year; and (3) arrange individual schedule of 175 days of instruction throughout the calendar year. In effect, the third option permits teachers and pupils to take vacations during the regular school year and to "make up" the time during Christmas, Easter, or summer intersession.

The intersession days are shorter than the regular session days for both pupils and teachers. The pupils attend for 260 minutes during the intersession days. A total of 180 minutes is devoted to arithmetic, reading, and language arts, as is the case during the regular session days. Consequently, pupils make up their days on a one-to-one basis. Teachers repay time on an hourly basis. In terms of days, a teacher who is absent ten regular days would work 15 intersession days to repay the time. All teachers are bonded so that individual contracts are not necessary to ensure that the time will be made up. This means that all teachers must sign only one contract a year and need only give seven days' notice before going on vacation. Teachers may take up to ten weeks of vacation during the traditional school year. A master vacation calendar based on the teachers' requests is prepared so that substitutes can be hired. Each Title I classroom has a full-time aide to ensure continuity of learning, and only substitutes who are familiar with the school program are selected to ensure a smooth transition from substitute to regular teacher.

Before the flexible year-round plan was implemented, the staff met with the parents, and information brochures were distributed. A few of the most frequently asked questions with the answers that were provided by the district administration are as follows:

1. Will my child be required to attend during the Christmas, spring, and summer intersessions?

   No. Attendance during the intersessions is completely voluntary.
2. How are pupils promoted from one grade to the next?

   Under the flexible year-round plan, promotions will continue in the same manner as they did under the traditional school program.

3. Will the year-round plan improve the education at our school?
   Yes. By providing continuous educational opportunities, the flexible year-round plan can reduce the loss of learning that results from prolonged vacation periods. Pupils who need enrichment or remediation now have the opportunity to receive extra help during the extended school year.

An ongoing evaluation program attests to the truth of this last statement. Test results show a significant increase in achievement for those who attend more than the traditional 175 days.

The flexible year-round plan has been accepted because each person is free to choose his own schedule. Because of the success of the program, an additional nine schools have volunteered for the plan, bringing the district's total for 1974-75 to 14 schools and 8,000 pupils on the flexible year-round plan.

La Mesa-Spring Valley Elementary School District

Early in 1971 rapidly growing enrollments in one area of their district prompted teachers and parents in the La Mesa-Spring Valley Elementary School District to begin discussing a 45-15 continuous school plan. Improvement of the educational program, however, was the overriding motivation; the shortage of classroom space provided the catalyst. After a series of community meetings, the district received a clear mandate from the community to pursue the investigation of a year-round school plan as opposed to the alternatives of busing or double sessions.

Following a favorable feasibility prognosis, legislative assistance was sought and on June 11, 1971, the district was authorized to proceed with a year-round program. A calendar was established, and pupils were assigned to attendance groups. The parents designated whether they wished to enroll their children in the year-round school program or preferred to enroll them in a nearby school that would continue on a nine-month program. Transportation would be provided by the district. The reverse choice was offered to parents of children residing in the attendance areas of surveyed nine-month schools. Most of the parents (88 percent) elected to stay with their regular school of attendance regardless of the program.

The new schedule began on July 6, 1971. Parents, principals, and teachers reported the smoothest school opening in their memories. Attitudes of pupils, parents, and teachers toward reentering school after a short vacation period appeared to be positive. Problems that had been expected never occurred—perhaps because they had been anticipated.

Classroom teachers in the La Mesa-Spring Valley plan are, for the most part, tracked with their pupils. Teachers and pupils have the same vacation periods. When pupils return after vacation, they are assigned the same teacher but are given a different classroom. The plan calls for teachers to remain with a group through four nine-week blocks, which would be equivalent to a traditional school year. This general rule is subject to modification at the junior high school level where teachers and groups of children rotate more frequently, depending upon the nature of the course offering.

To maintain the same level of auxiliary services for all children, regardless of their particular attendance schedule, contracts are extended for librarians, health education specialists, speech and hearing specialists, reading specialists, and others. Salaries for these persons are increased by a per diem amount. Contracts of psychologists, audiometrists, and resource teachers do not have to be extended. Special services in these categories are redistributed equally throughout the year.

The traditional summer school program has been redesigned to articulate with the year-round school program. Intersession courses are offered continuously during all of the three-week vacation periods and will provide a.d.a. reimbursement at the same level as in the past. Intersession courses are staffed either by district teachers who are on vacation or by teachers hired on a limited contract from outside the district. Intersession teachers are paid the same daily rate as are summer school teachers.

Intersession courses vary in duration and subject matter. Cross-age tutoring, individualized contract learning, and use of out-of-school recreational facilities are some of the existing possibilities offered by intersessions. Although considerable creative effort was required in organizing basic and exploratory courses, accommodating performing music groups, staffing, and scheduling, all problems encountered have been solved.

The target school, La Presa Intermediate School, is a departmentalized school of approximately 700 students in grades seven and eight. Constructed in 1970, it is a flexible open-space plant and is fully climate-controlled. Four large classroom pods surround a media center. Each of the pods can be subdivided into four spaces approximately the size of a standard classroom.

Each of the classroom pods is staffed with a team leader on extended contract, three standard contract teachers, and paraprofessionals as needed. Team leaders assume a share of scheduling, supervision, and student discipline tasks in addition to their basic teaching duties. Differentiated staffing, while not an integral part of the program, has provided great flexibility in teaching assignments. Teaching contract periods during the first year of continuous school operation have varied from 137 to 225 days. The interchange of administrative-teaching assignment of team leaders has generated additional paraprofessional and clerical help without added program cost. This differentiated assignment design, which has been in use since the opening of the school, has provided an ideal vehicle for introduction of the year-round school program.

Pupils are scheduled within each of four attendance groups. Different staffing patterns are employed depending upon the special competencies of the individual teacher, the nature of the courses being taught, and the duration of the teaching contract.

Pupils remain with their teaching team for basic subjects (science, mathematics, English, and social studies) through the four nine-week attendance blocks. Exploratory courses (foreign language, homemaking, industrial arts, music, and the like) are nine weeks in duration, and teachers change groups with each cycle.

In the case of performing music groups, pupils on vacation are encouraged to continue with this activity by returning to the school for a specified period each day. Technically, they are enrolled as intersession pupils for this hour. Many choose also to enroll in other intersession activities for a total of as much as four hours per day.

Evaluation results show that pupils on the year-round calendar achieve as well academically as do their counterparts on the traditional calendar. More-sensitive research instruments are being developed that will allow for the differences in scholastic ability and student mobility.

Bear Valley Unified School District

Bear Valley Unified School District, located 90 miles east of Los Angeles at Big Bear Lake, organized the first districtwide (kindergarten through grade twelve) year-round school program in California. In the spring of 1972, the district conducted a survey that presented the community with alternative methods of alleviating overcrowded schools. Members of the community selected the year-round school plan as their first choice. A 45-15 pilot program for grades five and six was approved and organized for the 1972-73 school year. At the same time, a year-round school study committee reviewed local needs and studied feasible year-round calendars for expanded programs. Because of the small size of the high school and the community request for a single plan in both elementary and secondary grades, it was determined that the four-quarter plan would be the most suitable program for year-round operation in all grades.

On July 2, 1973, the four-quarter plan was initiated for all pupils in the district. Elementary pupils had registered for three of the quarters during the spring, prior to the beginning of the new fiscal year. High school students were allowed to register for four quarters. During the previous 1972-73 school year, the teaching staff wrote performance objectives for a curriculum based on a 60-day quarter. At the secondary level sequence-type courses were eliminated wherever possible, and at the elementary level the staff developed instructional continuums that were begun earlier. The change from a 90-day semester to a 60-day quarter provided a more flexible instructional program for students and increased the range of courses. Individual teachers and teams of teachers prepared courses according to student needs and school priorities.

Most of the pupils in the Bear Valley Unified School District reside in a locally defined community. Residents of all areas of the community were represented on the year-round-school committee. Teachers and administrators from each school also were represented. Guidelines were developed for teacher hiring, staff assignments, and flexible contracts. Teachers requested assignments of six or 12 months. In the district's small high school (600 students), teaching in special areas could be justified for only a few hours per day during the first summer quarter because of the relatively small attendance. A per diem rate and an instructional hour rate were computed for each teacher on an extended contract. Additional certificated and classified personnel assignments were made for the opening of schools in the summer quarter. Instead of employing new personnel to meet the needs of a growing school district, the year-round program extended the employment of existing staff members. The district did not have to purchase additional school buses or hire more drivers.

Procedures were developed in pertinent areas of school organization and management of a year-

round operation. The California Interscholastic Federation approved, on a trial basis, the participation of year-round pupils in interscholastic athletic events. Pupils who are out of school during a quarter may participate in athletic events during that quarter.

The year-round school committee has coordinated and evaluated various aspects of the year-round program to ensure coherence between program objectives and results. For example, a survey of parents indicated a need for improved recreation and other activities for pupils during their vacation quarters. A subcommittee on recreation was asked to develop guidelines. A year-round coordinator of recreation was hired in July, 1974, by the local recreation and park district to assist in establishing 12-month recreation programs in the community. The board of trustees of the Bear Valley Unified School District budgeted additional funds for the expansion of intramural sports and athletic activities for all students, including those on vacation. The summer quarter physical education program for elementary and middle school grades now includes swimming lessons and water safety. Outdoor education, conservation, and life science are made available in the summer programs.

Students register once a year. High school students sign up for course offerings at the beginning of each quarter in which they are registered. Parents indicate their first and second choices of the three quarters in which they wish their children enrolled. In the 1973-74 school year, students and parents were granted their first choice because the number of students in school, adjusted over 12 months, was reduced. As enrollment continued to grow, students were registered in their second choice in order to adjust the enrollments in each quarter of the 1974-75 school year. The students and parents who had valid reasons for not being able to accept the second choice (such as a high school student job opportunity, medical reasons, and the like) were allowed to request a change in quarter assignments. Student enrollment was adjusted in the four quarters in accordance with Education Code Section 32111, which pertains to the requirement of dividing students into groups for adequate accommodation.

Milpitas Unified School District

During the 1971-72 and 1972-73 school years, the Milpitas Unified School District was experiencing a growth rate of from 600 to 700 pupils per year. Although the community had declared a moratorium on building, the district foresaw a continuing increase in student population. In the 1972-73 school year, almost 2,600 pupils were on double session and, because of financial circumstances and the lack of available square footage, the district was unable to build schools to meet this growth. The board of education in the fall of 1971 requested that a study be made by a special committee composed of representatives from all segments of the community. After months of review and investigation, the committee recommended the adoption of the 45-15 year-round school plan. The members of the committee felt that this plan would eliminate double sessions and still provide an additional 2,000 seats for anticipated growth.

In May, 1972, the school governing board held public hearings at elementary schools throughout the community and then, during the first week of June, 1972, conducted a demographic survey. Each home was contacted to determine whether or not parents favored adoption of the 45-15 year-round school program. After studying the results of the survey, the members of the governing board, on June 26, 1972, adopted the plan for implementation on July 9, 1973. The district, therefore, had one year to prepare for this innovation. Pupils were assigned to tracks, and a master schedule was developed.

The board members approved funds for air-conditioning three schools and parts of others. Each principal was given $5 per student for cabinets, for teacher inservice training, and for materials required in preparing for the program.

During the planning stage, questions were asked for which sound answers could not be given. Few high schools had tried this program. Milpitas's student population at the high school was not great enough to provide many single- or dual-track classes; therefore, some 80 to 85 percent of all classes had to be multitracked.[3] This was, in the opinion of the teaching staff, particularly harmful to classes that required continuity of instruction (algebra, chemistry, and the like).

The work year for teachers was affected because the district had to operate for 235 days, whereas most staff members were held to 180-day contracts. Fellow teachers who substituted for the

[3]At the time the Milpitas Unified School District was implementing its year-round school program, Elk Grove Unified School District was in the midst of a Title III feasibility study to develop a 45-15 scheduling model for the high school level. The model was completed in June, 1974; if it had been available to Milpitas, the percentage of multitrack courses might have been reduced.

resident teacher for short periods of time found it impossible to get to know the students in order to judge accurately their performances.

Milpitas administrators conclude that although it is quite possible for the 45-15 year-round program to function mechanically, it does, however, require the most favorable circumstances. It requires a community that is willing to have its life-style changed, teachers who are willing to accept this process and adjust to the necessary changes, pupils who are oriented to a different type of school year, and the financial support to make the program function without limitations.

Teachers were not convinced of the value of the 45-15 plan. The local teachers' associations basically were in opposition to this concept. However, elementary pupils who were not as rigid in their thoughts concerning the summer vacation were ready to accept the program. The Milpitas elementary schools experienced considerable success, and two junior high schools had good results in some areas. The high schools experienced the greatest difficulty.

A number of positive features did emerge in the Milpitas experience. Pupils were removed from double sessions in all schools except the one junior high school where added facilities had to be constructed. Many families were pleased with the varied possibilities for family vacations. The high school work experience program, through intersession placement, was greatly enhanced. Recreation flourished more than ever before. Members of the staff were able to initiate a testing program that was much more complete than any which had been attempted while on the regular school schedule.

In the spring of 1974, representatives of parent and teacher organizations placed great pressure upon the board of education to abandon the program. These people felt that the education of the pupils was being affected adversely and, therefore, the district should return to the traditional school year.

During this course of time, the district experienced an unexpected drop in enrollment. By shifting pupils at the elementary level, the district could accommodate pupils without going to double sessions. It had been estimated that the building of three elementary schools would be avoided by being on the year-round school plan. The leveling of the population presented a different picture to the board and the members of the community. A thorough survey by an independent agency was conducted, and the results of that survey indicated the majority of the people contacted were opposed to continuing on the 45-15 program. Therefore, the board members decided to abandon the mandated year-round school program for the 1974-75 school year.

Chapter Five

The Legal Basis for Year-Round School Programs

The legislative history of year-round schools in California goes back to 1965 when, at the request of the San Juan Unified School District, the Legislature authorized a two-year experimental program to be conducted at Del Campo High School in grades nine through twelve. The stated purpose of the law was to provide information concerning the feasibility of year-round operations, the public response to such a program, and the effectiveness of accelerating completion of the secondary course of instruction by pupils.

The schedule to be used was the quarter system with autumn, winter, and spring quarters known as "regular quarters" with the 175-day compulsory attendance laws applying. The fourth quarter, or "summer quarter," was voluntary in terms of both pupil attendance and teacher participation. The experiment was concluded unsuccessfully at the end of the third quarter because of a lack of student attendance for the summer quarter. (About 400 of the school's 1,500 students signed up for the summer quarter. In order to be financially feasible, according to a district spokesman, the program as planned at that time would have required an enrollment of 700 students.) Contributing to this situation was the fact that the state provided no reimbursement to the district for "summer school" transportation expenses, and the district chose not to subsidize transportation from summer school revenue that normally could have been expected to exceed summer school expenses.

There is, at the present time, no state reimbursement for "summer school" transportation in the traditional sense, but districts on a year-round schedule are now reimbursed for the compulsory 175 student days at whatever time of year they occur.

A second pioneering effort in year-round schools was initiated by the Hayward Unified School District in 1968. Special legislation (Education Code Section 7495) enabled Hayward to operate for an extended year on a four-quarter, block 50-15 plan. This program, which still is operating successfully, was described in Chapter 4.

In 1971 the Chula Vista and La Mesa-Spring Valley elementary school districts were showing interest in implementing year-round plans. Because earlier legislation was written specifically for the experimental quarter system in the San Juan Unified School District and the extended year in Hayward, new legislation was introduced to permit any district to operate a "continuous school program" with the stipulation that pupils would attend classes in rotating shifts of four approximately 45-day sessions interspersed with 15-day "quarterly" vacations.

In 1972 the Legislature broadened the definition of year-round schools by changing the term *quarterly vacations* to *periodic vacations* and eliminating specific reference to the 45-15 plan. This legislation enabled districts to operate alternative programs and permitted a more flexible interpretation of the year-round school calendar. This same legislation also removed grade-level stipulations so that year-round programs could be operated in kindergarten through grade twelve. Other laws affecting such programs have been passed by the Legislature. In 1972 all laws relating to compulsory full-time attendance were made to apply to year-round programs.

Financial aid for air conditioning, bond redemption, and grants to defray start-up costs became available to districts in 1974. Policies have been established regarding teachers' work-year and per diem salary adjustments. As of July, 1974, districts wishing to operate mandatory year-round school programs are required to publish a notice of intent in newspapers by November 1 to ensure total community involvement in a program planned for July 1 of the following year. Permissive programs may be started at any time of the year by action of

the local governing board, without prior newspaper notices.

Provisions of the California Education Code

Laws relating to continuous or year-round school programs may be found in the California Education Code[4] in Division 6, Chapters 15 and 16; in Division 10, Chapter 2; in Division 14, Chapter 10; and in Division 22, Chapter 7. A brief description of the general topics covered is as follows:

Division 6, Chapter 15, Sections 7475–7494 (Added by Statutes 1971, Chapters 139 and 886)

A former Chapter 15 of Division 6 that had been written expressly for the Del Campo High School experimental program in the San Juan Unified School District was repealed by Statutes 1967, Chapter 1575. The present Chapter 15, sections 7475–7494, authorizes a five-year experimental program in year-round school operation and remains in effect until its termination "during the 1976 school year."

Article 1. General Provisions

7475. Five-year experimental programs in year-round school operation may be established in two or more selected school districts to gain experience and collect information. The major legislative concern is with the mounting costs of school land and facilities and with the summer vacation learning loss.

Article 2. Establishment and Maintenance of the Experimental Program

7480. The Superintendent of Public Instruction selects districts to be involved in the five-year experimental year-round school program.

7481. Rules shall be adopted and regulations prescribed by the Superintendent of Public Instruction.

7482. Reports and information shall be required as necessary by the Superintendent of Public Instruction.

Article 3. Elements of the Year-Round Program

7485. Schools may be operated year round for 175 to 200 days per year.

7486. Compulsory enrollment and attendance regulations are applicable to year-round school programs. The governing board may exempt pupils from year-round school attendance upon request.

7487. All pertinent requirements of law concerning courses of instruction must be met by year-round schools.

7488. A separate year-round school salary schedule is prescribed in order to accommodate a greater number of days during the academic year.

Article 4. Financial Support

7490. The year-round school will receive the same financial support that it would receive if it were operated under the provisions of the law relating to the regular school year.

7491. The Superintendent of Public Instruction prescribes procedures to follow in computing financial support.

7492. Allowances, disbursements, and apportionments under this article are the same as those affecting regular schools.

7494. This section provides for the actual disbursement of apportionments to year-round school districts.

Division 6, Chapter 16, Sections 7495–7495.32 (Added by Statutes 1968, Chapter 1050)

Chapter 16 authorizes the Hayward Unified School District to conduct a four-quarter (block 50-15) plan in the Park Elementary School. This special act, for enrichment purposes, extends the school year to 200 days for all students. Chapter 16 has been amended to allow Hayward to expand the extended school year plan to other schools.

Article 1. General Provisions

7495. A four-quarter (block 50-15) plan is established to extend the school year by 20 days in one Hayward school.

7495.1. Approval by the Superintendent of Public Instruction is required.

7495.2. A seven-year pilot school program is prescribed.

7495.3. Rules are adopted by the California State Board of Education.

Article 2. Elements of the Year-Round Program

7495.11. Four quarters are to be established, ranging from 195 to 200 days.

7495.12. All laws relating to compulsory full-time education, regular enrollment, and attendance also affect the year-round program. Transfer of pupils to traditional schools is permitted.

7495.13. All applicable requirements in regard to courses of instruction are to be met.

7495.14. A separate salary schedule for year-round school personnel is required.

[4]School districts should contact the Department of Education regarding proposed changes in the California Education Code.

Article 3. Finance

7495.21. Financial support based on average daily attendance is provided for the extended school year.

7495.22. The Superintendent of Public Instruction may require reports and information.

Article 4. Testing and Reports

7495.31. Achievement testing, in kindergarten through grade six, will be administered to determine progress.

7495.32. A comprehensive report must be submitted to the Legislature following the third, fifth, and seventh academic years.

Division 10, Chapter 2, Section 13520.3

Education Code Section 13520.3 deals with teacher salary adjustments for the extended teaching year and with teacher consent to teach more than 180 days.

Division 14, Chapter 10, Sections 19571.2, 19571.3, 19571.4, 19571.5, 19571.55, 19571.6, and 19700.79

These sections cover a variety of topics that are discussed subsequently under the heading "Legislation by Topic" on page 24. Generally the topics include: a definition of the year-round school program, financial aid for air conditioning and bonded debt service, repayment obligations, and apportionment for housing pupils who are displaced from structurally inadequate facilities in districts with year-round school programs.

Division 22, Chapter 7, Sections 32100–32135

Several of the code sections in Chapter 15 of Division 6 have been repeated in the more recent and more comprehensive Chapter 7, Division 22, authorizing any school district in the state to establish, maintain, and operate year-round school programs.

Article 1. General Provisions

32100. Any school district may establish, maintain, and operate continuous school programs. The Legislature intends to increase use of existing facilities and reduce the summer vacation learning loss.

32101. Chapter 7 became operative on July 1, 1973.

Article 2. Establishment and Maintenance of the Year-Round Program

32110. Any local governing board may establish and operate a continuous school program after notifying the Superintendent of Public Instruction.

32110.1. Notice of intent to operate a year-round program must be published not later than January 1 of the school year preceding the commencement of such a program (amended to November 1 by Assembly Bill 3193, June, 1974).

32110.2. This section provides for a petition against the establishment of the program where participation is mandatory. If 25 percent of the electors of the district sign a petition by December 10 (Assembly Bill 3193, June, 1974), the issue must be placed on the ballot.

32110.3. The county superintendent examines the petition for sufficiency.

32110.4. This section specifies that the commencement or noncommencement of a year-round program is to be determined by majority vote.

32110.5. Before a year-round program is implemented, the governing board must consult in good faith with employees, parents, and representatives of the community. Such consultation will include at least one public hearing. In districts where all schools are not on a continuous school program, every reasonable effort will be made to reassign those certificated employees who prefer the regular school schedule.

32111. Students may be divided into as many groups as necessary. Students of the same family shall be placed in the same group unless a student is in a special education class or parents request otherwise.

32112. Instruction and vacation periods are to be on a rotational basis as established by the governing board.

32113. The year-round school will be closed on regular school holidays.

32114. This section provides for a minimum of 175 school days and waives the requirement of Education Code Section 5101 for the school year to start on July 1 and end on June 30.

Article 3. Elements of the Year-Round Program

32120. All laws relating to compulsory full-time education, enrollment, and attendance of pupils in kindergarten through grade twelve will be applicable to year-round programs.

32121. The courses of instruction offered in a year-round school program must meet all applicable requirements of the law, including those

outlined in Chapter 3 of Division 7, with at least the overall equivalent in instruction provided in kindergarten through grade twelve.

32122. A separate salary schedule must be established for employees who work for a greater number of days in a continuous school than would be the case in a regular school.

Article 4. Financial Support

32130. Year-round school operations will receive the same financial support, but not more support, than that received by a regular school program that includes summer school.

32131. The Superintendent of Public Instruction specifies procedures for computing financial support for year-round school programs.

32132. All possible allowances, disbursements, and apportionments will be made to year-round schools (chapters 2 and 3 of Division 14, sections 17300 through 18461).

32133. Disbursements may be made to districts that operate year-round school programs at times other than those specified in sections 17401 through 17417.

32134. School districts with more than 500 units of a.d.a. may receive a one-time grant not to exceed $25,000 to convert one or more schools to a year-round program. Districts already operating such a program also are eligible for this grant. Districts with less than 500 units of a.d.a. may receive $5,000 in accordance with Assembly Bill 2751 (August, 1974).

32135. The Superintendent of Public Instruction may require reports and information for program evaluation. He will compile and disseminate evaluations of the instructional and financial aspects of year-round programs.

Legislation by Topics

The foregoing description of legislation concerning the year-round school program was presented in the same format used in the Education Code. The following summary arranges the Education Code sections under topic headings for ease of reference.

Year-Round School Operation

19571.6. A year-round school operation or continuous school program consists of a plan in which pupils in any one school are divided into groups that attend school in rotating shifts or sessions. A year-round school schedule or continuous school schedule must consist of not less than 240 days per year in which the school is open. For purposes of state school support, a pupil must attend school for not less than 175 days (added by Statutes 1973-74, Chapter 527, effective September 17, 1973).

Placement of Pupils

32111. Originally, two identical statutes (Statutes 1971, Chapter 139, effective June 11, 1971; and Statutes 1971, Chapter 886, effective July 1, 1973) specified that students would be divided into four groups, but this was amended by Statutes 1972, Chapter 671 (Section 32111). Pupils may be divided into as many groups as necessary to adequately accommodate a continuous school program. The section further stipulates that pupils from the same family will be placed in the same group unless one or more of such pupils is enrolled in a special education class or unless the parent or guardian requests that the pupils be placed in different groups.

Establishment of Rotating Shifts

32112. Originally, two identical statutes (Statutes 1971, Chapter 139, effective June 11, 1971; and Statutes 1971, Chapter 886, effective July 1, 1973) specified that "four groups of pupils will attend school all year around in rotating shifts of four approximately 45 class-day sessions, with approximately 15 class-day vacations interspaced between the four sessions." This was amended by Statutes 1972, Chapter 671, to read simply that districts operating continuous school programs will "establish a school calendar whereby teaching sessions and vacation periods during the school year are on a rotating basis."

Definition of School Year

32114. This section provides for a minimum of 175 school days and waives the requirement of Education Code Section 5101 for the school year to start on July 1 and end on June 30.

Compulsory Full-Time Education

32120. All laws relating to compulsory full-time education, enrollment, and attendance of pupils in kindergarten through grade twelve will be applicable to continuous school programs.

Courses of Instruction

32121. The courses of instruction offered in a year-round school program must meet all applicable requirements of the law, including those outlined in Chapter 3 of Division 7, with at least

the overall equivalent in instruction required by law in kindergarten through grade twelve.

Personnel Policies

32110.5. Before a year-round program is implemented, the governing board must consult in good faith with employees, parents, and representatives of the community. Such consultation will include at least one public hearing.

32122. A separate salary schedule must be established for employees who work for a greater number of days in a continuous school than would be the case in a regular school (added by Statutes 1971, Chapter 139, effective June 11, 1971; identical section added by Statutes 1971, Chapter 886, operative July 1, 1973).

13520.3. A more recent section on employees (added by Statutes 1973, Chapter 131) requires a salary adjustment on a per diem basis for a lengthened teaching year. This section amends Section 13420.3, which had been added by Statutes 1972, Chapter 1406 (Assembly Bill 1267 and Senate Bill 90). Senate Bill 90 provided that "no teacher may be required to participate in a year-round program without his consent." The law, as it now stands, in Section 13520.3, reads: "A teacher shall not, without his written consent, be required to teach more than 180 days, or more than the days taught in the year preceding implementation of a continuous school program, whichever is greater."

13520.4. Teachers in a continuous school operation will receive the same salary they would receive in a noncontinuous operation, when salaries are adjusted on a date other than July 1.

Financial Support

32130. The year-round school operations will receive the same financial support, but not more support, than that received by a regular school program that includes summer school.

32131. The Superintendent of Public Instruction specifies procedures for computing financial support for year-round schools.

32132. All possible allowances, disbursements, and apportionments will be made to year-round schools.

32133. Disbursements may be made to districts that operate year-round school programs at times other than those specified in sections 17401 through 17417.

32134. School districts with more than 500 units of a.d.a. may receive a one-time grant not to exceed $25,000 to convert one or more schools to a year-round program. Districts already operating such a program also are eligible for this grant. Districts with less than 500 units of a.d.a. may receive $5,000 in accordance with Assembly Bill 2751 (August, 1974).

19431.2. A school district otherwise eligible to receive a conditional apportionment under Chapter 10 (commencing with Section 19551) may apply for an adjustment of annual repayment obligations when operating sufficient year-round classes to provide housing for its eligible attendance units. The adjustment is an amount equal to one-twentieth of the eligible facilities cost, which is related to the estimated a.d.a. for which the district would have been eligible to construct facilities.

19571.2. Districts that operate year-round classes will be allowed a one-twentieth reduction in the repayment of the eligible facilities costs of their bonded debt service.

19571.3. Districts may apply for financial assistance in furnishing and installing air-conditioning systems in facilities constructed before December 31, 1972. Assistance can be: (1) an apportionment permitted by Section 19571; (2) authorization to use proceeds from district bonds; or (3) authorization to use proceeds from the sale of unused school sites (added by Statutes 1973-74, Chapter 527, effective September 17, 1973).

Note: Statutes 1973-74, Chapter 131, effective June 30, 1973, also provided the following: Between the effective date of this section and six months from such effective date, a school district in which an increase in the maximum tax rate was approved by the voters prior to January 1, 1973, for the purpose of purchasing air-conditioning equipment, and in which such work has been undertaken, may contract for the rental, lease, or lease-purchase of air-conditioning equipment or systems to be furnished, built, and installed for the school district for a period not to exceed five years, in order to facilitate the operation of year-round schools. Air conditioning is deemed to be building equipment and not a building fixture.

19571.4. The Director of General Services may add to the amount that he is required to certify to the State Controller an amount equal to the debt service for retirement of bonds incidental to an air-cooling system when a district is using a state-aided facility for a year-round program.

19571.5. If a district fails to conduct a year-round school program in a facility for which authorization was made to use funds incidental to air conditioning from the sale of an unused site,

the Controller shall add one-twentieth of the unpaid amount of the apportionment, if any, to the annual repayment amount deducted in accordance with Section 19611.

19571.55. A school district that qualifies for an adjustment of annual repayment obligations under Section 19571.2 or Section 19431.2 may apply for an apportionment for the modification of existing facilities necessary for operation of year-round classes.

19700.79. A district may apply for an apportionment for housing pupils displaced from inadequate facilities.

Authority to Establish a Year-Round School Program

32110. Any local governing board, after notifying the Superintendent of Public Instruction, may establish and operate a year-round school program.

32110.1. Notice of intent to operate a year-round school program must be published not later than January 1 (amended to November 1 by Assembly Bill 3193, June, 1974) of school year preceding the commencement of the program. Publication must be in a newspaper of general circulation in the district and must specify whether program is mandatory or permissive (reference to permissive program was removed by Assembly Bill 3193, June, 1974). Notice must be published once a week for three successive weeks with at least five days intervening between publication dates (added by Statutes 1973-74, Chapter 691). Legislation is not clear whether the series of notices should begin on November 1 or end on November 1. Opinion of county counsel should be requested.

32110.2. If, when notice of intention to operate a year-round program has been given and participation in the program is mandatory, 25 percent of the electors of the district may present, not later than March 15 (amended to December 10 by Assembly Bill 3193, June, 1974), a petition to the county superintendent requesting that the school district not establish the program. If the petition is presented, the decision as to whether or not the program will be authorized to commence will be made by a majority of the electors of the district voting at either a direct primary election in even-numbered years or a school district election in odd-numbered years.

Note: Legislation (Assembly Bill 3193) has been passed to amend Section 32110.2 authorizing the governing board to request an election on the issue of whether or not the year-round program will be mandated, even if the electors do not present a petition by December 10. If an election is ordered or requested, it may be consolidated with the next districtwide election held 80 or more days after the order or request. Assembly Bill 3193 also prevents a district from reestablishing a mandatory program for at least two years after abandoning one, but a permissive program may begin at any time.

32110.3. The county superintendent examines the petition and, if he finds it sufficient, places it on the ballot as described in Section 32110.2 (added by Statutes 1973-74, Chapter 691).

32110.4. The commencement or noncommencement of a program is to be determined by majority vote (added by Statutes 1973-74, Chapter 691).

Public Hearing and Consultation

32110.5. Before a year-round program is implemented, the governing board must consult in good faith with employees, parents, and representatives of the community. Such consultation will include at least one public hearing. In districts where all schools are not on a continuous school program, every reasonable effort will be made to reassign those certificated employees who prefer the regular school schedule.

Chapter Six

Year-Round School Program Financing

In 1971, following a series of special enactments for various types of year-round schools, the Legislature authorized continuous school programs. Such programs provide for increased utilization of existing plants and facilities and shorter vacation periods on a rotating basis to reduce learning loss (Education Code sections 32100–32133).

Basic Regulations

Flexibility is authorized for any number of groups of pupils, for an academic year other than that ending June 30, and for an expanded salary schedule for additional days of service. Constancy is required for regular school holidays, 175 minimum school days, compulsory full-time education laws, attendance regulations, courses of study, and financial support. The average daily attendance (a.d.a.) must be equal to that computed for a regular school year.

Intersessions

If additional units of a.d.a. are developed through intersession classes during the year, during traditional vacation periods, or during a portion or all of the 12-week summer session, the district's revenue limit is increased accordingly. State aid to most equalization districts is the full amount of the foundation program for each additional unit of a.d.a. ($825 for elementary schools and $1,010 for high schools plus $20 if unified or YES voting, for 1974-75; there are special exceptions for some districts). No deduction is made for local taxes because that amount has already been computed for the regular year.

Developing the Average Daily Attendance

The regular school year (about 177 days) develops one unit of a.d.a. for each pupil in attendance every day (or for 177 pupils in attendance one day).

Pupil attendance during an intersession, during a normal holiday period in which school is maintained for some pupils, and during summer session is deemed to be summer session attendance. One pupil for 175 days (or 175 pupils for one day) equals one unit of a.d.a.

Verified absence for illness is deemed to be a day of attendance during the regular year but not in an intersession or summer school. However, under the 45-15 plan, a 45-day period for any group is deemed to be a part of the regular year.

The length of an apportionment day is 240 minutes for grades four through twelve during the regular year and for all grades during intersession or summer school. Most schools are maintained for 300 or more minutes a day during the regular year.

During intersession and summer school, attendance is reported by clock hour (California Administrative Code, Title 5, Education, Section 406). Therefore, a pupil who is enrolled and is present for only one hour per day earns only one-quarter of a day of attendance. During the regular year a pupil enrolled for the minimum day is deemed present for the entire school day unless he is absent for the entire school day, *except* when he is excused to participate in an activity *not* under the supervision of a certificated employee (California Administrative Code, Title 5, Education, sections 403 and 405(c)).

State Aid

State apportionment is based on a foundation program of $825 (for 1974-75) per elementary unit of a.d.a. minus the amount per unit of a.d.a. raised by a local $2.23 tax. No additional local aid is required to qualify for state aid for intersession or summer school; therefore, the full amount of the foundation program is received.

During the regular year the amount the state pays to an equalization district for one additional unit of a.d.a. in either the regular year or intersession or summer school is computed as follows:

	Elementary school	*High school*
Foundation program	$825	$1,010
Unified or a YES vote	20	20
Total per additional unit of a.d.a.	$845	$1,030

An elementary district with 6,000 units of a.d.a. in the regular year could develop an additional 1,000 units of a.d.a. if half of the pupils attended 45-15 intersessions at all four times available or attended 12 weeks of summer session in an extended school year (12 weeks = 60 days or one-third of a 180-day year). Additional state aid would be $825,000. If the district's 1974-75 revenue limit is higher than $825 per unit of a.d.a., the district would be able to raise additional taxes. If the revenue limit is lower than $825 per unit of a.d.a., the local tax rate would be reduced.

A district converting one or more schools to a year-round school program may apply for a one-time grant not to exceed $25,000 (Education Code Section 32134).

Facilities

A state-aided school district that is adopting a year-round school plan in lieu of new construction can have its repayment obligation reduced by one-twentieth of its eligible facilities cost (Education Code Section 19431.2).

A state-aided school district that is adopting a year-round school program may apply for financial assistance for furnishing and installing an air-cooling system (Education Code sections 19571.3–19571.5).

Current Expense

Insufficient data are available to provide definitive information regarding the cost of year-round school programs. Available financial data indicate that there is little difference between per student operational costs of year-round school programs and those of traditional school programs.

Differences between capital outlay and operating costs need to be distinguished. Several districts have reported that their year-round school programs made unnecessary the construction of additional schools. Capital outlay can also be saved on a long-term basis if acceleration occurs through intersession and/or summer quarter attendance. Some districts have reported increased operating costs, some have reported savings, and others have noted no difference in operating costs.

Summary

The year-round school is authorized by state legislation. Assuming the same average daily attendance, the amount of state support for a year-round program plus intersessions will be no more and no less than that for the traditional program plus summer school (Education Code Section 32130).

If parents, pupils, and school staff agree that the educational advantages of the year-round school exceed those in the traditional school, there should be no financial obstacle to the establishment of a year-round school program.

Chapter Seven

Attendance Accounting and Reporting

Each district must keep the attendance for the year-round schools separate from that of the regular schools. When the J-18-P1, J-18-P2, or J-18A forms (or a similar J-19 form for high school) are filed, and when students are divided into groups (as in the 45-15 plan, for example), attendance for all classes in each group must be reported separately only if the number of days taught is different. Any vacation period of one week or more is indicated in the teacher's register by an asterisk and footnote. No columns are to be ruled out, because this vacation is excluded in the definition of a school month just as is the Christmas vacation period.

Apportionment attendance is computed by dividing days of apportionment attendance by days taught in each group during the reporting periods ending on or before December 31 for the first report period, April 15 for the second report period, and June 30 for the annual report period.

Attendance for intersession classes and special classes maintained during the same time period as an intersession is treated the same as attendance for summer session or special classes maintained during summer months. Provisions for attendance accounting for summer session and intersession include: (1) approval of classes by the Department of Education; (2) recording of attendance the same as in regular day classes; (3) no credit for absence due to illness; (4) computation on an hourly basis; (5) minimum day of 240 minutes for apportionment purposes; and (6) days of apportionment attendance divided by 175. Days of attendance for intersessions or special classes during intersessions that begin or continue after the second report period but end on or before June 30 are reported on the annual report (Form J-18A) for that same year (for state school fund purposes). However, the same days of attendance are reported on the following year's J-18-P1 and J-18-P2 forms (for purposes of state apportionments to districts).

The R-30 enrollment reports are filed for the last teaching day of the first school month for each particular student group. The data are added to the district's R-30 report.

Staff ratio is reported for all certificated positions as of November 1.

Racial and ethnic information is reported as of about October 2 (or the nearest alternative date for any group not in school on October 2).

Public Law 874 information is reported as of the district's regular survey date. Pupils in a group not in school on the district's survey date still use that date, although the form will be sent out to parents at a later time.

Chapter Eight

Personnel Considerations

When a new system of school scheduling is adopted, the application of existing rules and regulations must be interpreted in light of the new system. In some cases legislation has been required to clear up difficulties. In most instances, however, what were initially thought to be problems have been found to be simple misunderstandings and have been resolved through interaction between local districts and the appropriate office in the Department of Education. Close cooperation with representatives of the California State Teachers' Retirement System and the Department of Education's Program Planning and Development Office is strongly recommended, particularly during early planning stages.

The following topical summary presents information that is related to personnel considerations.

Contracts

Teaching contracts can vary from 16 to 240 teaching days. A contract can be determined by negotiations between the teacher and his immediate supervisor. Determining factors normally include the teacher's desire and the needs of the position. A teacher cannot be required to teach more than 180 days without his written consent.

Salary

Salary is computed on a per diem basis for contracts of 16 days or more. The per diem rate is based on the salary received for the number of days taught prior to year-round operation. For example, if a teacher's annual salary was $12,000 and he had taught 176 days of the previous year, his per diem would be $12,000 divided by 176.

Retirement

The California laws regarding retirement and pension are the same for year-round school programs as they are for traditional programs. A teacher could work an extended contract for his last three years of service and increase his pension considerably.

A full year for retirement is attained by teaching for 175 paid teaching days. Any time less is counted proportionately by months. No more than one year can be earned annually regardless of the actual time taught. Intersessions are vacation periods, and teaching (beyond 175 days) during such time is considered to be overtime.

Because of the ratio of earned to earnable salary used to compute the retirement credit for each contracted year, it is possible but not probable, that a teacher could work more than 175 days and get less than one year's retirement credit. As an example, if a teacher is contracted for 240 days, but for some reason is actually paid for 200 days, he would receive 200/240 or 5/6 of a year's credit. This problem awaits a solution.

Contracts Overlapping Fiscal Year

The staggering of starts and stops can cause one or more tracks to go beyond the June 30 fiscal/school year closing. Consequently, the earnable amount stated on the contract for a teacher may be misstated by that portion of the school year falling after the June 30 closing date. The loss of a portion of one year's earned salary will result in less than one year creditable service being earned, but the teacher will gain a portion of a year's service credit in the next year. The amount lost and gained will be the same and thus will balance out. There will be no effect on final compensation for retirement. Computations are based on the highest 36 months and not the highest school year. When a district schedules its program to begin and end within the same school year, this complication is avoided.

Substitutes

The State Teachers' Retirement System has accepted 1,080 teaching hours as equivalent to one year for a substitute. This figure was determined

by multiplying 180 days by 6 hours. All hours beyond 1,080 would not be creditable toward earned or earnable salary. Therefore, a substitute can earn no more than one year of retirement credit even though he might teach more than 1,080 hours.

Part-Time Employment

When a person is employed on an hourly or daily basis, that person receives retirement credit for time served in the proportion that the salary earned bears to the salary that would have been earned if employed full time. Full-time employment is defined as 175 days or 1,050 hours if the service is confined to a school term and 260 days or 1,560 hours if the service extends for a full school year.

Fringe Benefits

Fringe benefits are the same as those received while teaching in a traditional program; however, the district realizes a savings in insurance premiums by hiring fewer new teachers and utilizing previously insured teachers longer.

"Summer School"

"Summer school," which is in session year around, is defined as those classes that are conducted exclusively for students who are on vacation.

Those teachers who choose to teach "summer school" or intersession do so at the summer school pay rate, which normally is less than their per diem rate.

The district can realize an increase in its average daily attendance by "encouraging" any pupils absent during their regularly assigned school term to make up this time during "summer school" or intersession periods.

Sick Leave

Sick leave is normally computed on the basis of one day for each 18 teaching days. Therefore, depending on the contract, a teacher earns approximately ten days of sick leave per year.

Chapter Nine

School Facilities Planning

Aubrey W. Calvert, Chief, Bureau of School Facilities Planning, State Department of Education, has been very much involved with the year-round education concept. He has conducted several studies and has been working with districts to consider future school needs. His studies have been concerned with districts that are growing or declining in enrollment (22 counties in California are growing, whereas 36 are declining) and the effect of year-round education in either situation.

Readers are encouraged to contact Dr. Calvert's office for help in solving problems of year-round climate control, answering bonding questions related to construction, and finding new directions in schoolhouse planning. That office has information regarding space-saving statistics of various year-round plans, including the effects of intersession. When answers are not known, the Bureau of School Facilities Planning will help districts find the needed data.

Too many traditionally designed schools are being built in the state; in fact, altogether too many schools are being constructed in some areas.

Districts are seeking new approaches to schoolhouse planning. One of the most exciting projects under way in a current year-round district is the establishment of a life-long future-oriented community learning center in the ABC Unified School District. This facility is being developed in lieu of construction of a junior high school building that originally was planned for the site. The Bureau of School Facilities Planning stands ready to assist such creative endeavors in year-round education districts.

Chapter Ten

Evaluation of Existing Year-Round Programs

Education Code Section 32135 (Senate Bill 1107), which became law January 1, 1974, requires year-round school districts to submit evaluation reports to the Department of Education. Education Code Section 32135 states the following:

> The Superintendent of Public Instruction may require the submission of such reports and information as designated by the Department of Education to properly evaluate all programs established pursuant to this chapter.
>
> The Superintendent of Public Instruction shall compile and disseminate evaluations of the instructional and financial aspects of these programs.

The Department of Education's Program Planning and Development Office is in the process of developing an evaluation plan to meet the requirements of Education Code Section 32135. The basic purpose of the new regulations will reflect the following objectives:

- Coordinate the individual district evaluations so that a common core of information can be extracted from each evaluation.
- Ensure receipt of information in a form that is useful to school districts contemplating year-round programs.
- Provide input to the Department and to the Legislature for the assessment of the overall value of year-round education as a means of improving regulations related to continuous programs.

The new guidelines were not completed as this first edition of the handbook was sent to the printers. Each district is urged to contact the Department of Education's Year-Round Education Office for a copy of the requirements.

Reporting Program

In accordance with the early legislation permitting the development of year-round education, districts undertaking continuous programs had to file both feasibility and evaluation reports with the Department. As a result, the original 16 districts implementing year-round programs submitted studies; however, requirements changed as 22 more districts joined the movement. Evaluation reports have not been received from those additional districts.

The purpose of Education Code Section 32135 is to ensure common reports from all districts that have year-round programs. In the past each district used a different approach in writing its report. As a consequence, the original 16 reports were extremely general and highly stylistic. Each district was responsible for constructing and conducting its own evaluation. Most districts submitted results of opinion surveys, student achievement scores, and financial statements.

The reports did have some common findings. The attitude surveys reflected positive responses to year-round programs from parents, students, teachers, and members of the community. An important factor was that in most cases school districts piloted one or two schools on a year-round basis so that parents had the option of transferring their children to a traditional school. Similarly, tenured school teachers usually were given the option of teaching in a regular school.

In all but four of the 16 school districts, the achievement results of pupils enrolled in year-round programs were mixed. The ABC Unified School District showed more than a one-year gain for the year on all standardized achievement tests at all grade levels. San Diego County's Escondido Union Elementary School District showed less than a one-year gain in one year. The Hayward Unified School District and San Diego County's Santee Elementary School District did better than comparison groups that were operating under traditional schedules. Two districts did not report achievement scores; two districts reported scores equal to those of traditional schools; and six districts showed mixed results by excelling on some scores at some grade levels while falling behind on other scores at other grade levels.

A thorough financial analysis of the effects of year-round schools is being made in San Diego County where several school districts are attempting to work out a more precise financial evaluation of year-round school programs. Noteworthy also is an analysis by the Bureau of School Facilities Planning of floor space savings realized from year-round schools. To date, however, most evaluation reports have not shown any detailed financial accounting. Many reports simply indicate that a year-round school program made unnecessary the construction of an additional school or schools. In general, the greatest savings come from direct costs such as land purchase, school plant construction, and interest on bonds, but the effects on operating costs also need to be taken into account. Studies have demonstrated that in a growing district where year-round education is mandated substantial savings do occur in capital outlay as well as in operating costs.

Testing Program

The State Board of Education, in February, 1972, amended the Education Code to enable school districts operating year-round schools to adjust the state testing program to the year-round school calendar. The amendments allow the testing of pupils in year-round school programs after the same amount of instructional time has elapsed as in a traditional program.

Grades One, Two, and Three

Article 3, Section 1051, Division 2, of Title 5 of the California Administrative Code was amended to provide the following testing pattern:

Traditional Calendar

Testing period	*Pupils to be tested*
First ten school days in January	Mid-year entrants in grades one, two, and three
First ten school days in May	September entrants in grades one, two, and three

Year-Round School Calendar

Testing period	*Pupils to be tested*
Ten school days commencing no sooner than the one-hundred-fortieth school day nor later than the one-hundred-fifty-fifth school day	Pupils enrolled in grades one, two, and three in a school maintaining a year-round program

Grades Six and Twelve

Article 1, subsection (a) of Section 1021, Division 2, of Title 5 of the California Administrative Code was amended to read:

> (a) The governing board of each school district maintaining grade six or twelve, or both, shall purchase and administer to each pupil in those grades the achievement test and the scholastic aptitude test for basic skills courses designated for the respective grade by the State Board of Education.
>
> Pupils in a school maintaining a year-round program shall be administered the achievement test during the second calendar month of school. All other pupils shall be administered the achievement test in October.

Pupils in a year-round program are given the scholastic aptitude test during the second or third calendar months of school, whereas other pupils are given the test during October or November.

The Department of Education encourages districts that operate year-round school programs to expand the Administrative Code requirements beyond achievement testing to include the affective domain. Because education is concerned with the development of the whole child, it is not only important to know how year-round school affects pupil achievement but also how it affects pupil and teacher attitude and performance. A few year-round districts where attitudinal surveys have been conducted report that achievement levels remain about the same but attitudes seem to have improved. If this could be watched longitudinally, improved attitudes and behavior ultimately might result in improved achievement. Even if achievement gain is not significant, or remains unchanged, improvement in attitudes would be sufficient evidence that continuous programs are of value.

Chapter Eleven
Supplemental Information

A thorough and intensive study should precede the decision to embark upon a year-round school program. Reliable information relating to the major aspects of feasibility must be collected and analyzed. Information that should be collected includes the following:

- Enrollment projections
- Facilities analysis (availability and adequacy of space)
- Needs assessment of instructional programs (curriculum revision and inservice training)
- Public attitude in regard to full utilization of buildings and equipment
- Degree of acceptance by students, parents, teachers, and members of the community
- Ability of personnel to schedule and administer the program
- Financial data comparing the cost of year-round programs with that of traditional programs
- Policies, laws, and regulations relating to the operation of various year-round programs

Before collecting these data, however, a committee that represents all segments of the community should form a basic study group to prepare recommendations for presentation to the governing board and administration.

Feasibility Study Checklist

The North Carolina Department of Public Instruction has developed a feasibility study checklist. This checklist, presented below and on the following pages, can be used to determine a district's readiness for a year-round program. After the data are collected and studied, a numerical value can be given to each feasibility criteria item.

FEASIBILITY STUDY CHECKLIST

Need criteria	*Ratings* (Critical need ← → Little need)				
1. A need exists to increase the number of educational alternatives available to students.	5	4	3	2	1
2. A need exists to increase student access to specialized facilities.	5	4	3	2	1
3. Special programs (remedial, acceleration, and the like) are needed for selected students.	5	4	3	2	1
4. Special programs (remedial, acceleration, and the like) are needed for a majority of students.	5	4	3	2	1
5. A need exists to make better use of special skills and talents of teachers.	5	4	3	2	1
6. A need exists to utilize more effectively existing buildings and human resources.	5	4	3	2	1
7. Current or future enrollments and facility status indicate a need for significantly more classrooms.	5	4	3	2	1

Acceptance criteria	*Ratings* Receptive ← → Reluctant				
8. Students seem willing to try a year-round program.	5	4	3	2	1
9. Parents are in favor of using the schools all year.	5	4	3	2	1
10. Parents are willing to adjust vacations and other family activities to coincide with a rotating schedule.	5	4	3	2	1
11. Community has the attitude that year-round school will solve more problems than it creates.	5	4	3	2	1
12. Community feels that the year-round school has more advantages and fewer disadvantages than any of the alternative plans being considered.	5	4	3	2	1
13. Local businessmen and other potential employers are willing to provide part-time jobs to students on a year-round basis.	5	4	3	2	1
14. Teacher-training institutions are willing to adjust training programs to coincide with year-round work schedules.	5	4	3	2	1
15. Teachers are willing to change traditional summer vacation periods if necessary.	5	4	3	2	1
16. Teachers and other professional workers are willing to work more than 180 days a year if necessary.	5	4	3	2	1
17. Maintenance personnel are willing to adjust work schedules to coincide with year-round schedules.	5	4	3	2	1
18. Recreational departments and other youth-serving organizations are willing to reschedule activities to coincide with year-round schedules.	5	4	3	2	1
19. Top educational management and policy makers at state and local levels are willing to make a commitment to year-round programs.	5	4	3	2	1

Administrative criteria	*Ratings* Adequate ← → Not adequate				
20. Conditions are such or can be corrected to ensure year-round temperature control in buildings.	5	4	3	2	1
21. Personnel are trained or can be trained for operating a year-round school.	5	4	3	2	1
22. Personnel have the time and ability to restructure existing curriculum and to design new mini-courses.	5	4	3	2	1
23. Personnel have the planning competencies necessary to design a year-round program and to develop a master schedule.	5	4	3	2	1
24. Professional and clerical personnel are available to handle quarterly enrollments, scheduling, and reporting.	5	4	3	2	1
25. Funds and personnel are available to provide adequate year-round maintenance for buildings, transportation, and equipment.	5	4	3	2	1
26. Transportation can be provided to ensure optional calendars in the district.	5	4	3	2	1
27. Sufficient and reliable information is available for making wise decisions about year-round programs.	5	4	3	2	1
28. Evaluation procedures have been designed to determine the effectiveness of programs.	5	4	3	2	1

Economic criteria	*Ratings* Adequate ← → Not adequate				
29. A comparative financial analysis has been made of the year-round program and its alternatives.	5	4	3	2	1
30. Funds are available for operating a continuous program.	5	4	3	2	1
31. Funds are available for operating an intersession or "summer school" type program.	5	4	3	2	1
32. Projections have been made showing long-term capital savings in construction costs if a year-round program were to be implemented.	5	4	3	2	1
33. A proposal has been or will be submitted to apply for start-up costs under Education Code Section 32134.	5	4	3	2	1
34. Computations have been or will be made to determine eligibility for financial aid under Education Code Section 19571.3 regarding air conditioning.	5	4	3	2	1
35. Computations have been or will be made to determine eligibility for financial aid under Education Code Section 19571.2 regarding repayment of facilities costs of the district bonded debt service.	5	4	3	2	1

Legal and/or policy criteria	*Ratings* Completed or planned ← → Not completed or not planned				
36. Publication of notice of intent to operate a mandatory program has been or will be given in accordance with Assembly Bill 3193 (July, 1974).	5	4	3	2	1
37. The question of operating a year-round program has been dealt with by a poll or ballot and has been voted favorably by the electorate.	5	4	3	2	1
38. Persons affected by the proposed change have been surveyed to determine their attitudes toward the year-round program and its alternatives.	5	4	3	2	1
39. A citizens advisory committee has been or will be involved in the feasibility study and has reported or will report its findings to the governing board.	5	4	3	2	1
40. The year-round program, if implemented in this district, will provide attendance options to students and parents, unless it is necessary or desirable to mandate the calendar.	5	4	3	2	1
41. Policy questions regarding teacher welfare and working conditions under a year-round program are or will be clearly enumerated by the administration and/or governing board.	5	4	3	2	1
42. A faculty committee has been or will be involved in the feasibility study.	5	4	3	2	1
43. Student representatives have been or will be involved in the feasibility study.	5	4	3	2	1

SUMMARY SCORING TABLE

Criteria item	*Score*
1	
2	
3	
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5	
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7	
8	
9	
10	
11	
12	
13	
14	
15	

Criteria item	*Score*
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	

Criteria item	*Score*
30	
31	
32	
33	
34	
35	
36	
37	
38	
39	
40	
41	
42	
43	

TOTAL SCORE _____

Range

Maximum	*Minimum*
215	43

Scale:

172–215 Favorable degree of readiness
129–171 Slightly favorable but more preparation needed
86–128 Slightly unfavorable–reconsideration of alternatives indicated
43–85 Unfavorable–not ready

Guidelines for Reimbursement of Costs

Before the passage of Senate Bill 1107, no funds had been available to assist districts in the initiation of their year-round school programs. Although the act allows for only one grant per district, not to exceed $25,000, it is hoped that this incentive will aid each district in more effectively initiating its individual plan.

The Department is optimistic that results of these grants will add a new dimension to educational innovation in California public schools.

The guidelines presented here provide the basis for granting start-up cost money to local educational agencies for those costs identified as one-time allocations necessary for the establishment of year-round programs by local educational agencies. Only districts operating such programs are eligible for these funds. The money may be granted only after implementation of the program. Funds are not reimbursable to districts that spend money studying the concept but then fail to adopt a year-round program in one or more schools.

Legislative Intent and Legal Descriptions

The intent of the Legislature concerning the year-round program is set forth in the Education Code as follows:

Philosophy

32100. It is the intent and purpose of the Legislature in enacting this chapter to authorize public school districts of any type or class to establish, maintain, and operate their educational program under a continuous school program, to be conducted throughout the entire school year.

The Legislature is especially concerned and aware of the mounting costs of acquisition and construction of school sites and facilities, and is, therefore, desirous of providing a procedure whereby those fiscal burdens may be reduced by increased utilization of existing plans and facilities.

The Legislature is also interested in providing for the replacement of the present system of lengthy summer vacations with shorter periodic vacation periods, which will result in a reduction of the student's summer vacation "learning loss." (Added by Statutes 1971, Chapter 886. Operative on July 1, 1973.)

Grant

32134. Any school district with an average daily attendance of more than 500 which, prior to July 1, 1979, converts one or more schools to a continuous school program pursuant to this chapter, shall, upon the approval of the Superintendent of Public Instruction, receive from funds appropriated for this purpose, a one-time grant not to exceed twenty-five thousand dollars ($25,000).

Districts already operating continuous school programs on the effective date of this section shall be eligible for the grant. (Added by Statutes 1973. Operative on January 1, 1974.)

Schedule

32112. The governing board of any school district operating pursuant to the provisions of this chapter shall establish a school calendar whereby the teaching sessions and vacation periods during the school year are on a rotating basis. (Amended, as added by Statutes 1971, Chapter 139, by Statutes 1972, Chapter 671. Effective July 1, 1973.)

The preceding factors must be considered as basic legal requirements of any year-round program initiated by a local educational agency that intends to qualify for the funds made available by the passage of Senate Bill 1107.

Definition of Year-Round Program

A year-round or continuous school program must meet certain requirements. The adopted plan must:

1. Demonstrate better utilization of the existing plant or facility by increasing the amount of enrollment above its original capacity, *or*
2. Provide a calendar that shortens the time between required attendance sessions and thus may result in lower "learning loss" (Education Code Section 32100), *and*
3. Operate on a continuous school calendar that utilizes the school facility for not less than 225 days or maintains a recognized continuous school year plan (i.e., quinmester).

A traditional school year operation with an annual summer school program is not to be considered a year-round school program for purposes of the reimbursement application.

Applicant Planning Requirements

Each applicant agency must provide the following information in either outline or narrative form.

Feasibility study. The applicant will submit a needs statement that includes the following:

1. A description of those conditions or requirements that indicated the district should initiate the year-round program
2. A description of the staff, student, parent, and community involvement that led to the recommendation for adoption of the plan by the governing board

Program objectives. The applicant will identify the program objectives that are to be achieved by the initiation of a year-round program.

Evaluation plan. Education Code Section 32135 requires the compilation and dissemination of program evaluations resulting from programs established subsequent to the enactment of Senate Bill 1107. To meet this requirement, each district must submit an evaluation plan that will provide, as a minimum, the information requested in Education Code Section 32135. The evaluation results will be reported annually to the Department of Education as soon as possible after June 30, but no later than September 1.

The district or agency must submit a program evaluation plan that will indicate the effect of the adopted year-round plan on each of the following groups:

1. Students
   a. Results of personal growth and achievement in the affective, psychomotor, and cognitive areas
   b. Attitude toward the year-round program
2. Certificated staff
   a. Attitude
   b. Performance
3. Classified staff
   a. Attitude
   b. Performance
4. Parents
   a. Effect on life-style (vacation, work, family relations, and the like)
   b. Attitude toward year-round program (achievement, curriculum changes, school activities, student response, and the like)
5. Community

Each applicant must submit an evaluation plan for determining the fiscal impact of the year-round program. Summaries, which may be on a cost per unit of a.d.a. or total cost basis, should indicate the following:

1. Operational costs
   a. Savings directly attributable to the program
   b. Increased costs directly attributable to the program
   c. Comparison between traditional year per a.d.a. expenditures and continuous school year per a.d.a. expenditures (if available)
2. Capital outlay costs
   a. Savings directly attributable to the program
   b. Increased costs directly attributable to the program

The district will describe the impact of its plan on the school curriculum in terms of changes resulting from implementation of the following:

1. Individualized learning
2. Mini-courses
3. Intersession programs
4. Use of community resources
5. Differentiated staffing
6. Affective education programs
7. Use of volunteer aides

Program revisions. The district will identify the procedures it uses in making any periodic revisions that result from unanticipated obstacles or constraints encountered during the implementation period.

Planning Costs to Be Considered for Reimbursement

The following major categories are to be considered a guide for determining the district costs relating to the planning and implementation costs of the year-round program. A budget summary sheet itemizing all expenditures is to be provided. All support or verification documents will be appended to the summary. The Department of Education may request that each item be subject to audit or documentation of actual expenditures by the local educational agency.

- Planning
  1. Research materials and services
  2. Consultant services
  3. Policy development costs (personnel, attendance, and the like)
  4. Data-processing system planning
  5. Information services (student, staff, parents, and community)
  6. Community surveys (demographic, attitude, and the like)
  7. Visitations/conferences (restricted to reasonable costs)
  8. Attendance surveys
  9. Other costs as justified
- Inservice training
  1. Certificated personnel
     a. Consultant services
     b. Salaries for substitutes
     c. Stipends
     d. College enrollment fees
     e. Other costs as justified
  2. Classified personnel
- Instructional materials and supplies
  1. Supplemental materials
  2. Instructional materials and equipment

3. Duplicating costs and/or supplies
4. Other costs as justified

- Evaluation
  1. Student forms
  2. Staff, student, parent, and community surveys
  3. Consultant fees and contracted services
  4. Other costs as justified
- Miscellaneous (other costs as justified)
- Capital outlay
  1. Capital outlay costs are not reimbursable.
  2. Special considerations for capital outlay equipment and facilities are available to districts eligible for state building loans, as indicated in Education Code Section 19571.55.

Districts that desire additional information may contact:

California State Department of Education
Bureau of School Facilities Planning
721 Capitol Mall
Sacramento, CA 95814
Phone: (916) 445-2143

Special Information

Program costs, materials, services, or supplies that are reimbursed from other federal or state funds (i.e., ESEA, NDEA, and the like) are not to be included in this request. A statement verifying this condition must accompany the application.

Applications should be submitted in triplicate to:

Year-Round Schools Consultant
California State Department of Education
Office of Program Planning and Development
721 Capitol Mall
Sacramento, CA 95814
Phone: (916) 445-0306

Department of Education Consultant Services

Persons interested in further information and assistance are requested to direct their inquiries to the preceding address.

List of Operational Year-Round School Districts

A complete directory of California year-round school districts, including more detailed information, is printed each year by the Department of Education through the Year-Round Education Office; copies of the directory are available upon request. In the following summary by counties, the 38 districts that are operating programs as of September, 1974, are identified.

Although the list will vary from year to year, it will provide a quick reference to current developments in year-round school programs in California. Interested persons are requested to make direct contact with these districts for detailed information concerning individual programs.

DISTRICTS OPERATING YEAR-ROUND SCHOOLS IN CALIFORNIA, 1974-75*

County and school district	*Plan*	*K-6*	*K-8*	*6-9*	*9-12*
ALAMEDA					
Hayward Unified	Block 50-15	2	0	0	0
Oakland Unified	Staggered 45-15	1	0	0	0
FRESNO					
Fresno Unified	Quinmester	0	0	0	1
IMPERIAL					
Calexico Unified	Staggered 45-15	1	0	0	0
LOS ANGELES					
ABC Unified	Flexible all-year	7	0	0	0
Claremont Unified	Staggered 45-15 + traditional	1	0	0	0
Los Angeles Unified	Block 45-15	1	0	0	0
	Staggered 45-15	1	0	0	0
MONTEREY					
Monterey Peninsula Unified	Modified block 45-15	4	0	0	0
ORANGE					
Fountain Valley Elementary	Block 45-15	0	1	0	0
Irvine Unified	Staggered 45-15	2	0	0	0
Ocean View Elementary	Staggered 45-15	0	1	0	0
	Block 45-15	0	1	0	0
RIVERSIDE					
Corona-Norco Unified	Staggered 45-15	3	0	1	0
	Block 45-15 + traditional	5	0	1	0
Jurupa Unified (Joint)	Flexible all-year	3	0	1	0
SACRAMENTO					
Elk Grove Unified†	Flexible all-year	0	0	0	1
San Juan Unified**†	Staggered 45-15	0	0	0	1
SAN BERNARDINO					
Bear Valley Unified	Quarter	1	2	0	1
Chino Unified†	Staggered 45-15	8	0	2	1
Hesperia Elementary	Staggered 45-15	2	0	0	0
Morongo Unified	Staggered 45-15	3	0	0	0
SAN DIEGO					
Cajon Valley Union Elementary	Block 45-15	1	0	0	0
Carlsbad City Unified	45-15	1	0	0	0
	45-15 + traditional	0	0	1	0
Chula Vista City Elementary	Block 45-15	1	0	0	0
	Staggered 45-15	6	0	0	0
Encinitas Union Elementary	Staggered 45-15	2	0	0	0
Escondido Union Elementary	Staggered 45-15	5	0	1	0
La Mesa-Spring Valley Elementary	Staggered 45-15	3	0	1	0

*This list is not completely accurate as to plans; awaiting completion of the 1974-75 survey.

**Not operational as of September, 1974. This district plans to start one or more year-round schools during the 1974-75 school year.

†Not a complete high school—only grade nine in the Chino Unified School District; grades nine and ten in the San Juan Unified School District; and a continuation high school in the Elk Grove Unified School District.

County and school district	*Plan*	*K-6*	*K-8*	*6-9*	*9-12*
SAN DIEGO (Continued)					
Lakeside Union Elementary	Staggered 45-15	6	0	2	0
San Diego City Unified	Staggered 45-15	7	0	0	0
	Block 45-15	0	1	0	0
Santee Elementary	Block 45-15	0	1	0	0
SAN MATEO					
Cabrillo Unified	Staggered 45-15	3	1	0	0
Millbrae Elementary	Block 45-15	1	0	0	0
SANTA CLARA					
Berryessa Union Elementary	Staggered 45-15	3	0	1	0
SANTA CRUZ					
Pajaro Valley Joint Unified	Staggered 45-15	4	0	1	0
SOLANO					
Fairfield-Suisun Unified	Staggered 45-15	1	0	0	0
Vallejo City Unified	Staggered 45-15	2	0	0	0
SONOMA					
Cotati Elementary	Staggered 45-15	2	0	0	0
Old Adobe Union Elementary	Staggered 45-15	2	0	0	0
	Block 45-15	1	0	0	0
Petaluma Joint Union High	Block 45-15	2	0	0	0
SUTTER					
Yuba City Unified	Staggered 45-15	1	0	0	0
TOTAL AS OF SEPTEMBER, 1974		99	8	12	5

Teacher Education Survey

During the spring of 1974, public and private colleges and universities that offer teacher/administrator education programs in California were contacted regarding their attitude toward and involvement with the year-round education concept. The complete study is available from the Office of Program Planning and Development, State Department of Education.

Responses were received from 32 of the 39 institutions that were contacted in the survey. An effort was made to send a follow-up survey to the seven nonresponding colleges; however, if they did not respond to a second request, no effort was made to determine why they did not complete the survey. Plans are under way for continued dialogue with the institutions; a follow-up survey in 1975; and possible workshops for regions, counties, or districts throughout the state.

The general attitude exhibited by the institutions is one of basic support for the year-round movement and a willingness to try to be flexible enough to help individual teachers and school districts with courses, workshops, and consultation. Most of the institutions do not envision a major effort to establish year-round schools in their areas; therefore, rather than take the leadership in preparing persons and programs for year-round education, they have adopted an attitude of willingness to help after the local districts initiate programs.

No attempt has been made to evaluate the support these institutions have given to the year-round movement. However, districts should know which institutions appear to be most prepared to and/or willing to help at this time. Again, no data are available regarding the seven nonresponding institutions.

The categories described here are only suggestive. From the survey responses, and from this input only, interpretations have been made in order to let school districts know the kind of assistance they might receive from various institutions of higher education.

Category I

Category I includes those institutions that seem to have done the most to provide leadership,

develop programs, or offer flexible learning opportunities for year-round schools. They are the following:

La Verne College
San Jose State University
University of California, Berkeley
University of Southern California
U.S. International University

Category II

Category II includes those institutions that have expressed considerable interest in the movement and that have tried to develop some assistance for teachers and schools in their areas. They are the following:

California State College, San Bernardino
California State College, Sonoma
California State University, Los Angeles
San Diego State University
University of California, Santa Cruz

Category III

Category III includes those institutions that have not yet done a great deal related to the year-round movement; however, they appear to be most willing to cooperate with individuals or districts that are attempting to prepare for year-round education. They are the following:

California State College, Dominguez Hills
California State College, Stanislaus
California State University, Chico
Loyola Marymount University
Occidental College
San Francisco State University
University of California, Los Angeles
University of San Francisco
Whittier College

Community Groups

The Year-Round Education Office is currently in the process of surveying numerous community and professional groups, associations, organizations, and agencies. Unfortunately, the data are not yet ready for dissemination; however, this section is included for the purpose of alerting and reminding prospective year-round districts to maintain close contact with community agencies.

Many of these groups provide excellent support for the year-round concept. Others can contribute curricular programs and opportunities. A few of the groups are either skeptical or very much against the program. Everyone in the community can benefit from year-round education; therefore, it is most important to accentuate the positive and have all groups involved in the planning for and implementation of year-round education.

A few examples of the kinds of community groups to contact are listed below. The ones suggested should serve as catalysts in the search for those local agencies that should be an integral part of planning for year-round education. The randomly selected groups are listed as follows:

AFL-CIO
Agricultural associations
American Camping Association
Boy/Girl Scouts
Chamber of Commerce
CYO
District PTA
Interracial councils
Kiwanis Club
Lions Club
Local Council of Churches
Local urban coalitions
Minority cultural groups
Parks and Recreation Department
Police Department
Red Cross
Rotary Club
Sheriff's Office
Student organizations
Teachers associations
YMCA
YMHA
YWCA

Additional Department of Education Projects

Each year new projects are undertaken by the Department of Education to further clarify areas of year-round education. The purpose of including a list of current projects here is to encourage persons considering year-round education to contact the Department consultant for year-round education to ascertain what new information might be available as a result of recent studies or surveys. The Department is involved in over 30 projects such as the following:

- Writing a state position paper
- Conducting a status survey of all non-year-round school districts in the state
- Disseminating a monthly news memo
- Developing a state evaluation format for year-round schools
- Reviewing areas of needed legislation

- Awarding of start-up cost grants
- Bidding for the 1976 National Seminar on Year-Round Education
- Organizing regional workshops
- Increasing consulting services to districts
- Planning for audiotapes and filmstrips on year-round education
- Establishing a materials library and speakers bureau
- Proposing a futuristic approach for year-round education

Other such efforts are under way at this writing. The information gathered should prove to be of value to those interested in year-round education in California.

Year-Round School Organizations

Two organizations have been established to develop and disseminate information concerning the year-round school movement. They are the National Council on Year-Round Education and the Western Association of Year-Round Schools.

National Council on Year-Round Education

The fifth national conference of the National Council on Year-Round Education was held at Virginia Beach, Virginia, in May, 1973. More than 700 persons heard optimistic views expressed concerning the future progress of year-round schools. By the time of the Virginia conference, nearly 100 school districts had converted one or more schools to some type of year-round plan. George Jensen, Council President, predicted 500 districts will have year-round programs within five years. The outgoing president, Wayne White, even suggested that nearly all schools will be open year-round within ten years.

Other conference participants did not express such optimism. One speaker suggested that the year-round school movement had peaked, and another speaker felt that the movement lacked a political base of support from the professional politician. Participants identified the following critical obstacles that face the year-round school: (1) misinformation; (2) shortage of funds; (3) absence of aggressive professional leadership; (4) lack of definitive data; and (5) resistance to change.

The sixth national conference in Chicago in May, 1974, was highlighted by major addresses by Congresswoman Edith Green of Oregon and several state superintendents of public instruction. Each spoke in favor of year-round education as a coming potential for education. Although expansion of the year-round education concept was evident during the 1973-74 school year, and interest had spread to more areas of the country, there were no dramatic indications of massive adoption or new innovations or directions.

Plans were made to continue the effort toward leadership by the National Council on Year-Round Education. Denver was selected as the site for the seventh national conference on May 11–14, 1975. Jim Gove of the Valley View, Illinois, School District was installed as president for the 1974-75 school year; and Don Glines of the California State Department of Education was elected president for the 1975-76 school year.

Three main avenues of information have been formalized through this organization. They are the following:

1. *The Year-Rounder*, a quarterly publication that reports on year-round school activities
2. An information service
3. A continuation of the national conferences

Membership dues in the National Council on Year-Round Education are $10 for an individual, $25 for a nonprofit institution, and $100 for a commercial institution. Application for membership should be sent to:

John McLain, Secretary-Treasurer
c/o Research Learning Center
Clarion State College
Clarion, PA 16214

Information on year-round school programs may be obtained from the national headquarters in Virginia. The address is as follows:

National Council on Year-Round Education
c/o School of Education
Virginia Polytechnic Institute and State University
Blacksburg, VA 24061

Western Association of Year-Round Schools

Several California administrators, experienced in developing and maintaining successful year-round schools, have organized an association to assist administrators and school boards in planning and implementing the year-round program. The association has as one of its goals the collection and dissemination of information concerning ongoing programs in the 50 states. The Western Association of Year-Round Schools is recognized by the State Board of Education and the State Department of Education. A legislative committee has been organized to better inform the Legislature and the Department of the needs of year-round schools.

The association conducts numerous workshops and conferences and publishes a newsletter.

Charter membership dues are $5. Members will receive the association's publication, the *Western Rounder.* Membership dues should be sent to:

Western Association of Year-Round Schools
1401 Teton Drive
El Cajon, CA 92021

Additionally, the Education Commission of the States (ECS), 1860 Lincoln Street, Denver, CO 80203, with ties to state legislatures and governors, is committed to year-round schools. The Education Commission of the States has offered to maintain an information clearinghouse and assist in developing state level proposals.

Year-Round Programs in Other States

Year-round programs have been implemented in the schools of other states. Involvement with these schools, as well as with those in California, should lead to a comprehensive national picture for those who are interested in pursuing such contacts. Some of these schools and districts are the following:

Dade County School District, Miami Beach, Fla. (quinmester plan)
Fulton County School District, Atlanta, Ga. (quarter plan)
Jefferson County School District, Denver, Colo. (Concept Six plan)
Prince William County School District, Manassas, Va. (45-15 plan)
Research Learning Center, Clarion State College, Clarion, Pa. (flexible all-year plan)
Rock Hill School District, Rock Hill, S.C. (quinmester plan)
St. Charles School District, St. Charles, Mo. (9-3/45-15 plan)
St. Paul Open School, St. Paul, Minn., and Wilson School, Mankato State College, Mankato, Minn. (Neither of these schools is currently operating a bona fide year-round program, but their plans are based on a personalized, individualized curriculum for year-round education.)
Sunnyside School District, Tucson, Ariz. (45-15 plan)
Valley View School District, Romeoville, Ill. (45-15 plan)

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The list of books, articles, reports, studies, pamphlets, films, and other bibliographies presented on the following pages is far from exhaustive. No attempt has been made to locate all the available material on year-round education, nor has an effort been made to annotate the sources. Instead, the intent is to give interested persons a starting point.

Once a district committee or interested individual begins a study of the history, rationale, and research related to year-round education, additional resources will result. The random samples in each of the following categories will give the reader an idea of the variety of literature on year-round education. The studies listed represent a cross-section of the potential references that may be reviewed.

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